



## BOARD OF REGENTS

### SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

**TOPIC:** Results of Periodic Reviews of Academic Programs

**COMMITTEE:** Education Policy and Student Life

**DATE OF COMMITTEE MEETING:** January 16, 2013

**SUMMARY:** At its meeting in June 2003, the Board of Regents delegated to the Chancellor the authority to approve institutional reports on the review of existing academic programs. Existing academic programs are required to submit a report every seven years. Each USM institution follows a review process that was approved previously by the Regents. A format for the reports is standardized and includes information on enrollments and degrees awarded, internal and external reviews, and institutional recommendations and actions.

Drafts of each report are reviewed by staff in the USM Office of the Senior Vice Chancellor for Academic Affairs and comments are shared with the institutions for appropriate action prior to final submission to the Chancellor. Comments may include requests for additional information or the need for additional action following program accreditation reviews.

The reports demonstrated the seriousness with which the reviews are taken. Institutional action plans are decided upon primarily by the provost or dean, both of whom are responsible to monitor academic quality and productive use of resources. The attached table provides examples of the kinds of issues that departments face and institutional plans to ensure program quality and efficiency. It is by no means a complete summary of the program review; rather, it offers a few highlights from each review and institutional recommendations.

Copies of the complete program reviews are available from the USM Office of Academic Affairs.

**ALTERNATIVE(S):** This is an information item.

**FISCAL IMPACT:** This is an information item.

**CHANCELLOR'S RECOMMENDATION:** This is an information item.

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COMMITTEE RECOMMENDATION:

DATE:

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BOARD ACTION:

DATE:

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Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Bowie State University</b>		
<i>The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). In 2012, the University was reaccredited for seven years, with no conditions. In addition eighteen specialized programs were recognized.</i>		
Early Childhood/Special Education (B)	2006-7: 133/17 2007-8: 131/13 2008-9: 144/25 2009-10: 148/7 2010-11: 129/12	<p><b>External Review Summary:</b> The external review of the Early Childhood/Special Education Program Report was completed by program review representatives from the National Association for the Education of Young Children (NAEYC) and Council For Exceptional Children (CEC). The reviewers indicated a need for stronger alignments between the six to eight required program assessment guidelines, rubrics, and data to ensure useful application of analyzed data, as well as, to ensure that Early Childhood/Special Education Program is meeting all NAEYC and CEC standards.</p> <p><b>Action Plan:</b> To address recommendations and mechanism for following up and assessing progress the department chair took the following actions: 1) Academic Specialist in consultation with NAEYC Consultant collaborated to clarify expectations in making revisions to the program report relative to expert feedback, 2) report was again reviewed by Early Childhood/Special Education faculty before resubmission to NCATE for a second review by NAEYC, 3) recommended changes have been embedded into the TaskStream Assessment System, 4) assessment reports will be generated each semester on each of the 6 to 8 assessments for analysis of standards to inform program improvements</p> <p>The program was “recognized with probation” after the September 2012 review. The results of the second review are due February 1, 2013. The University has been instructed to inform the Chancellor of the results.</p>
Educational Leadership (D)	2005-6: 25/13 2006-7: 20/11 2007-8: 17/17 2008-9: 6/6 2009-10: 9/8	<p><b>Internal and External Review Summary:</b> The internal review indicated the need to: 1) revisit elective offerings, 2) add a technical writing course as a mandatory elective, 3) offer an externship during the summer, and 4) change the grading process for externship and dissertation from P/F to letter grades.</p> <p>This was the first time the program was reviewed for accreditation. The external reviewers (MSDE, NCATE, SPA (ELCC) recommended the following actions: 1) revision of comprehensive exam questions, 2) alignment of program and course assessments to State and SPA standards, and 3) development of course assessments and rubrics that align to State and SPA standards.</p> <p><b>Action Plan:</b> The department faculty have addressed the recommendations of the internal and external reviews by the following actions: 1) comprehensive exam questions have been revised, 2) proposals to change to electives and the addition of the technical writing course were presented to the Graduate Council and the University Curriculum Committee, respectively, 3) program assessments and rubrics have been created and aligned to standards, and follow-up will be done through the unit’s assessment system.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Bowie State University</b>		
Elementary Education (B)	2006-7: 184/24 2007-8: 187/22 2008-9: 164/21 2009-10: 146/15 2010-11: 124/20	<b>External Review Summary:</b> The external review of the Elementary Education Program Report was completed by a Association for Childhood Education International (ACEI program review representative. The reviewer indicated a need for stronger alignments between the six to eight required program assessment guidelines, rubrics, and data to ensure useful application of analyzed data, as well as to ensure that the Elementary Education Program is meeting all ACEI standards.
Elementary Education (M)	2005-6: 24/6 2006-7: 24/4 2007-8: 22/3 2008-9: 21/2 2009-10: 15/4 2011-12: 20/5	<b>Action Plan:</b> To address these issues the Program Coordinator worked directly with the ACEI Consultant to clarify expectations and revise the program report relative to the external reviewer's feedback. The revisions for the Elementary Education Program Report were reviewed and the report was resubmitted to NCATE for a second review by ACEI. All of the required changes have been embedded into the TaskStream System. Assessment reports will be generated each semester on each of the 6 to 8 assessments for analysis of standards to inform program improvements. The Master's program will continue to focus on training candidates to become experienced, dedicated practitioners who focus on content, knowledge, appropriate pedagogy that assists (K-8) students to meet grade level state and core standards and assessments. In addition, the focus of the program will continue to subscribe to the idea that student assessment drives appropriate student instruction and intervention. Further focus will continue to be on helping (K-8) students to develop self-efficacy
Elementary & Secondary School Administration (M)	2006-7: 59/22 2007-8: 37/29 2008-9: 46/15 2010-11: 51/7 2011-12: 55/15	<b>Internal and External Review Summary:</b> Internal departmental review recommendations included: 1) review program electives and remove electives that are not relevant to the program; 2) change grading system of the seminar and practicum courses from pass/fail to letter grades; and 3) revise comprehensive exam questions to align more with ELCC standards.  The external review was conducted by a team from the Maryland State Department of Education and NCATE: SPA – ELCC. Recommendations included: 1) align program assessments with ELCC standards; and 2) develop program and course assessments that are aligned with SPA standards (ELCC, ISLLC and MILO [Maryland Instructional Leadership Outcomes])  <b>Action Plan:</b> Comprehensive exam questions have been revised; electives have been changed from seven to four; proposal was submitted to the Graduate School Council fall 2012 to change grading process for the seminar and practicum courses; program assessments have been aligned to the SPA and State standards (implementation fall 2012); and course assessments have been created and aligned to standards. Follow-up and assessment will be done through task stream, our unit's assessment system.
Secondary Education (M)	2006-7: 9/4 2007-8: 7/4 2008-9: 21/2 2009-10: 23/5 2010-11: 26/2	<b>Internal and External Review Summary:</b> The Maryland State Department of Education approved the program until 2019, with no conditions. This program review was conducted by MSDE instead of NCATE since the program is not an initial certification program. In addition, the Title II Report (Report Card Report) was completed and sent to the Maryland State Department of Education on April 25, 2012.  <b>Action Plan:</b> The Maryland State Department of Education had no recommendations or conditions. The program was approved through 2019. The program will maintain the standards and assessments to ensure student success.

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Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Bowie State University</b>		
Reading Education (M)	2007-8: 42/32 2008-9: 30/18 2009-10: 32/17 2010-11: 32/15 2011-12: 37/18	<b>Internal and External Review Summary:</b> As part of the NCATE review process, the program was also reviewed by the Maryland State Department of Education (MSDE) and the International Reading Association (IRA). The major findings of the review were that all national, state, and local standards were met. The IRA recognized the program with conditions, and a report will be submitted by March 15, 2013.  <b>Action Plan:</b> The conditionally met standards are being addressed through area faculty consideration. It is anticipated that the results of the revisions will be recognition by IRA.
School Counseling (M)	2007-8: 139/33 2008-9: 118/16 2009-10: 122/28 2010-11: 139/22  <u>Europe</u> 2008-9: /14 2009-10: 71/12 2010-11: 71/9 2011-12: 64	<b>Internal and External Review Summary:</b> The School Counseling Program external review was associated with National Council for the Accreditation for Teacher Education, NCATE reaffirmation process Spring 2012. The review was conducted by the Maryland State Department of Education. No recommendations were received. Because of a paradigm shift within the profession the Department conducted and internal review of the program began implementation of the action plan below.  <b>Action Plan:</b> The School Counseling Program faculty in response to the paradigm shift within the profession reviewed the program offerings and course content to determine the need to restructure the program. It was proposed and approved to (1) change the name of the program from Guidance and Counseling to School Counseling; and (2) add an introductory course titled, <i>Introduction to School Counseling</i> , which is designed to introduce students to the American School Counseling Association's, ASCA defined roles and responsibilities of a professional school counselor; the ASCA Comprehensive School Counseling Program framework; the Council for the Accreditation of Counseling and Related Educational Programs, CACREP standards and to focus on the history and foundation of the school counseling profession. The Program Coordinator established both a student advisory board and a community advisory board to gain input into the success of the program in preparing candidates to be competent in their field. The program faculty also began the process of preparing for CACREP accreditation by attending the self-study workshops and conducting ongoing meetings to prepare to submit a CACREP self-study.
Science Education (B)	2007-8: 10/0 2008-9: 5/1 2009-10: 14/0 2010-11: 16/0 2011-12: 26/0	<b>Internal and External Review Summary:</b> The internal review found that one of the impediments to degree completion is the conflict in scheduling of the science labs and the field experience in the schools. The external review as part of the NCATE review had no recommendations.  <b>Action Plan:</b> The department will meet with the Professional Development School (PDS) coordinator to develop a schedule that minimizes the conflicts.
Special Education (M)	2007-8: 35/18 2008-9: 52/22 2009-10: 51/30 2010-11: 32/20 2011-12: 24/12	<b>Internal and External Review Summary:</b> The SPA review resulted in recognition with conditions to address 1) the lack of Praxis II data, 2) assurance that students have experiences at both the elementary and middle school level, 3) assessment data are not disaggregated by rubric components, and, 4) it is unclear how the elements of the rubric are informed by the CEC knowledge and skill indicators for language.  <b>Action Plan:</b> The department has implemented a plan that includes: 1) Praxis II data is now being collected for teacher candidates at the program level and scores must be presented as a requirement for graduation, 2) A summer practicum at both the elementary and middle school levels has been initiated to assure experiences at both levels without imposing a significant financial burden on students, since most candidates are provisional/certified

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<b>Bowie State University</b>		
<i>Special Education continued</i>		special education teachers who teach during the school year, 3) Data is being collected and analyzed through the <i>Taskstream</i> assessment system and interpreted on a semester basis, allowing the faculty to identify programmatic strengths and weaknesses, and 4) the Language rubric has been revised to indicate candidates understanding of research-based intervention, use of rigorous, systematic and evidenced-based best practice.
Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Coppin State University</b>		
English (B)	2007-8: 76/9 2008-9: 67/18 2009-10: 56/9 2010-11: 42/4 2011-12: 37/1	<p><b>Internal and External Review Summary:</b> The strengths identified include, 1) faculty who are well-trained, well-published, nationally and internationally recognized in their disciplines and are researchers, writers, poets, and journalists, and include a recent Fulbright Scholar; 2) students are provided with academic experiences outside the university in the form of professional conferences and study abroad opportunities; 3) faculty are dedicated to work with students who demonstrate a desire to increase and/or improve their preparation for law school, other graduate programs, and employment in print industry; 4) alumni have completed graduate programs and are building careers in media as writers and editors in local newspapers, magazines, and broadcast companies, as well as in government agencies and national publications such as <i>ESPN</i> and <i>The Magazine</i>; 5) students from across the disciplines have published their writing in either the newspaper or literary journal, thus introducing them to the protocol and standards of quality and professional writing; 6) full-time faculty provide English majors with academic advising outside of established office hours and classroom instruction.</p> <p>Challenges: A study of current faculty within the major needs to be conducted to determine staffing needs as it relates to majors within the discipline at Coppin; faculty need to more engaged in the recruitment, retention and graduation of students; enrollment and graduation rates continue to be low; and, there remains a challenge in identifying resources for the establishment of a specialized Writing Center for English majors. The Center is the platform for this major and it would increase students' preparation for jobs and/or careers in law, journalism, and writing, generally. When the program was separated from the Media Arts concentration students left the university and/or changed majors. This fact, when coupled with a consistent loss of full-time positions continues to undermine the program's capability of retaining and graduating students at a rate experienced just five years ago.</p> <p><b>Action Plan:</b> Twenty-seven recommendations were included in the report. The department has had on-going discussions regarding strategies to address these recommendations. The results of the self-study will shape the direction to strengthen and sustain the English major. The department is also considering the possibility of specialized accreditation to strengthen and enhance marketing the program.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Coppin State University</b>		
Interdisciplinary Studies	2007-8: 89/43 2008-9: 96/53 2009-10: 95/56 2010-11: 71/48 2011-12: 69/38	<p><b>Internal and External Review Summary:</b> Strengths identified in the review include 1) membership in the Association for Integrative Studies (AIS); development of a website and brochure, a status sheet/plan of study; involvement with the admissions office to attend high school visits to recruit students for the program; 2) a core curriculum that is innovative, creative, and diverse that requires analytical and critical thinking; a Capstone seminar that provides a culminating educational practice experience that embraces a self-directed, integrated learning opportunity; 3) multiple modalities utilized to provide innovative teaching, learning and advising by means of video conferencing, Blackboard, Tegrity, Twitter, Skype, ooVoo, Facebook, etc.; and, 4) close collaboration with the Career Development department to enhance career mobility for graduates; flexible schedules to provide advising to all majors; customized program of study that meets the needs of current trends in workforce demands and professional aspirations.</p> <p>Challenges identified include the need for additional core faculty, improvement in marketing the program to campus and external constituents, and the lack of funds for marketing and promotion.</p> <p><b>Action Plan:</b> 1) The program coordinator will attend annual AIS conferences to continue to enhance alignment with national standards; 2) the director will maintain effective communication with the department chairs, deans, faculty and staff from all disciplines to strengthen the program and assure academic progress toward graduation; 3) the director will work to increase graduation by 5% of juniors and seniors who selected the major after earning 60 credits; 4) the program will enhance selection by 5% of freshmen and transfer students; 5) the coordinator will improve advising by hiring faculty and enhancing faculty and staff training; and, 6) the program will incorporate technology fluency by submitting core courses for review to be offered online, and increase the utilization of all modalities in the classroom.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Frostburg State University</b>		
Athletic Training (B)	2006-7: 56/6 2007-8: 84/4 2008-9: 88/4 2009-10: 80/6 2010-11: 67/11	<p><b>Internal and External Review Summary:</b> The Athletic Training Education Program (ATEP) at Frostburg State University (FSU) has only been a stand alone major since 2002. However, it has quickly grown to become a highly sought after undergraduate program preparing students for graduate school and to become licensed athletic trainers. The program is currently accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and undergoes periodic on-site reviews every seven years. This report is based on the site-visit and rejoinder completed in September 2011. The internal review and action plan identify both strengths and weaknesses noted by CAATE in preparation for the next periodic review in 2018.</p> <p>The general strengths noted in the external review include: 1) Administrative support facilitates quality educational opportunities that provide excellent learning environments, 2) The dedication and efforts of full-time faculty are appreciated and acknowledged by the Administration, Faculty, Approved Clinical Instructors, and students, 3) The tireless work ethic of Approved Clinical Instructors whose efforts are appreciated by administration, full-time faculty, and students, 4) The ATEP Medical Director demonstrates his advocacy for the program by his willingness to provide additional clinical experiences at his private practice and surgical observations, 5) ATEP Approved Clinical Instructors also serve as instructors and provide instructional continuity in the mastery of clinical skills, 6) ATEP admission criteria are clearly stated and well publicized, and, 7) ATS are afforded the opportunity to use a state vehicle at no charge for transportation to the Medical Director's office or hospital for clinical observations.</p> <p>Some of the weaknesses identified include: 1) The organization of student files is not well maintained making data retrieval difficult, 2) The ATEP measures few outcomes and would benefit from creating a regular and consistent system whereby those measures are used to drive programmatic changes, 3) ATEP teaching loads limit the time available to design and implement program improvements and professional development, 4) The clinical education curricular emphasis places the completion of intercollegiate athletic coverage versus completion of clinical proficiencies, 5) The clinical education emphasis places student assignments to sports versus Approved Clinical Instructors, 6) While the ATEP has identified an individual as the AT Clinical Education Coordinator, there is no clear job description, and 7) Few clinical experiences outside of FSU limit exposure to varied patient populations and clinical settings.</p> <p><b>Action Plan:</b> Over the next two years, the department plans to: 1) Raise minimum GPA from 2.5 to 3.0 and improve the BOC passing rate, 2) Implement BOC reimbursement with FSU Foundation, 3) Add a full-time Faculty Clinical Coordinator, and 4) Increase outside clinical settings.</p>



Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Frostburg State University</b>		
Interpretive Biology and Natural History (B)	2006-7: 10/2 2007-8: 13/2 2008-9: 10/3 2009-10: 15/0 2010-11: 15/1	<p><b>Internal and External Review Summary:</b> The internal review noted that: 1) the program serves a nationwide need and enjoys the advantage of easy access to a diverse natural environment and highly productive faculty engaged in research in environmental and natural resource science, 2) student groups and projects highlight the University's commitments to active learning and environmental sustainability, 3) the program benefits from undergraduate and graduate complementary majors, 4) current student perception of the program is being monitored based on survey monkey surveys of current students and graduates., 5) the program is understaffed with inadequate research facilities and library holdings, the program would be strengthened with a more extensive international constituency on campus and additional study abroad opportunities.</p> <p>The external reviewer recommended the following: 1) make best use of natural resources found on campus for education, interpretation, and research, 2) add a required course in interpretation—this course may be team-taught, 3) provide and encourage application of interpretation ideas to campus resources such as the Science Discovery Center, arboretum, and the new CITT building, 4) stream-line some of the electives (areas 4 and 5) needed for the major requirements, 5) consider changing the major from one housed within the biology department to one shared among departments or colleges, 6) return a portion of research indirect funds to faculty for use for undergraduate student research, publication costs, and travel, 7) work with students to develop sustainability initiatives and a student group that is identified with the IBNH major, and 7) better market the program through brochures, advertising in appropriate outlets, a better web presence, and development and distribution of a majors handbook.</p> <p><b>Action Plan:</b> By June 30, 2014, develop a plan for recruitment, retention, and reduced time to degree; by June 30, 2013, achieve full staffing to reduce workload of current coordinator, increase the number internships and undergraduate research projects, and develop a plan for additional program assessment.</p>
Chemistry (B)	2006-7: 39/9 2007-8: 34/8 2008-9: 30/10 2009-10: 49/4 2010-11: 46/4	<p><b>Internal and External Review Summary:</b> The internal review included the following major findings: 1) Although the department was charged to obtain ACS certification, it was found to be non-essential, requiring a substantial reduction in the teaching load which would be prohibitively expensive. Significantly, it has not had any detrimental effect on students ability to gain admission to graduate programs, 2) The budget has improved significantly with the addition of lab fees, allowing the department to allocate more funding for experiential learning, and to establish a maintenance program for aging instrumentation, 3) The department now has access to ASC Abstract on Line .This additional resource has improved the department ability to perform research and instruct student in performing literature searches, 4) Curriculum changes have enhanced the program significantly, 5) The department has initiated a strategy where professors now have dedicated lab space to perform their research. This allows professors to have more long term projects, storage space for chemical and equipment, and space for students to work in. In the past 5 years external funding was obtained by two of the department professors. The department's student research program is increasing tremendously., 6) The department successfully implemented an accredited RN to BSN program, 7) While enrollment in courses has increased by 34%, the number of majors has not increased significantly, 8) An endowment fund has been initiated with hopes of increasing the fund by 50% over the next five years, 9) The department has made significant progress in increasing course pass rates, and 10)</p>

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Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Frostburg State University</b>		
<i>Chemistry (B) continued</i>		<p>An assessment program was initiated by the department that is having very positive impact on the program. The Department strongly feels this method of evaluating our program is working and will continue to monitor its progress.</p> <p>The external reviewer noted that the department has a vibrant undergraduate program with a strong commitment to training students for professional and graduate programs while instilling a mindset of logic, reasoning and creative problem solving in approaching new challenges. This approach as opposed to rote memorization and learning has greatly aided students in future graduate programs and research professions earning them a well deserved reputation as leaders in undergraduate Chemistry training. Updates to the curricula for the major over the past several years in both lecture and lab courses, have helped further instill students with this desire to learn through research. This is demonstrated by the large number of students performing and presenting their research both locally and at national meetings. Further noted was the strong culture of undergraduate training that is a testament to the dedication and professionalism of the faculty and staff in the department. The quality of education and training received by the students seems to have also had a significant impact on the number of students interested in the Chemistry degree program. This is evidenced with a 43% increase in enrollment in introductory Chemistry courses at a time when the overall enrollment for the campus is declining. This increase in enrollment has put measurable stress on the operating budget of the department and despite creative solutions to reducing costs by making changes to the curricula, such financial stresses will require immediate attention in the future. At a minimum, the inclusion of a \$25 laboratory fee for the introductory courses and the hiring of 1-2 additional faculty of the coming years should be strongly considered. Furthermore, providing small amounts of release time for faculty to pursue further development through research and attending conferences would provide an inexpensive solution to faculty stress while possibly increasing external funding to the university.</p> <p><b>Action Plan:</b> The department will seek to: 1) Add a position to meet course demand, 2) Increase the number of majors by 50% over the next five years by creating a committee to develop a recruitment plan, examine successful strategies in other departments, and work with the Admissions Office. The plan will include methods of advertising to perspective high school and community college students, establishing articulation agreements to create feeder programs, and improve the department Facebook and web pages, 3) The department will examine ways to improve our student experiential learning experiences. This will include increasing Departmental support for research, consider making student research a mandatory part of our curriculum, and establishing a departmental budget for research, 4) The Department will expand the Assessment plan to include departmental research program, recruiting chemistry majors program, and improving course success/pass rates, and 5) The department will develop and implement a plan to increase the success rate of students.</p>
Early Childhood Education (B)	2006-7: 207/44 2007-8: 219/40 2008-9: 230/50 2009-10: 217/49 2010-11: 225/50	<p><b>Internal and External Review Summary:</b> The Early Childhood/Elementary major is a rigorous major preparing pre-service teachers for state certification in grades Pre-K-3 and 1-6. It is an approved program by two national professional organizations: NAEYC and ACEI. The major with its specialization in Early Childhood expanded to the University System of Maryland center at Hagerstown in 2007. Each year the program has grown and the candidates have been very successful finding teaching jobs. However, the growth requires more coordination and faculty to continue its success. Other findings of the internal review include: 1) Faculty are hardworking and collaborative,</p>

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<b>Frostburg State University</b>		
<i>Early Childhood Education continued</i>		<p>2)The Early Childhood Advisory Board and the local P-20 group have been helpful in providing suggestions to improve the curriculum, 3) A new course has been written to include the candidates with more field experience with students of younger ages in a non-public school setting as required by NAEYC. The collaboration with the local Head Starts needed for this course has been mutually beneficial. However, this new course will need the same collaboration and coordination at USMH campus to be implemented in Fall 2012, 4) Collection of data about the impact of our candidates on student learning during Internship. This data will be analyzed for the upcoming SPA report to NAEYC due in March 2013, and, 5) The faculty are involved in training local teachers as part of a State STEM Grant, writing kindergarten STEM curriculum, developing seed lessons in reading for the state’s website, and presenting ideas at conferences.</p> <p>The program received full accreditation from two national groups: NAEYC and ACEI during the 2006/7 cycle. The early childhood SPA report has served as a national model on the NAEYC/NCATE website. The Early Childhood students are passing the ECE Content Praxis with 100% pass rate. The Alumni survey is positive. There is a need to strengthen mentor teacher training and to add content in the area of health. There are high ratings on the intern evaluation forms from mentor teachers demonstrating the success of candidates in the field. There are also high scores on the Exit Portfolio presentations as evaluated by teams consisting of both public school and higher education faculty.</p> <p><b>Action Plan:</b> The department will: 1) Establish an ECE Coordinator position, 2) Hire ECE/ELEM faculty for USMH; 3) Establish graduate assistantships, and 3) Provide funds for recruitment materials .</p>
Elementary Education (B)	2006-7: 186/32 2007-8: 183/29 2008-9: 190/30 2009-10: 153/27 2010-11: 140/34	<p><b>Internal and External Review Summary:</b> The program was nationally recognized by ACEI in 2007 and will reapply for recognition in 2013. The program is guided by the NCATE, INTASC &amp; ACEI standards and has been recognized as an Approved Program by the State of Maryland, preparing teacher candidates for certification in grades 1-6. The University’s Undergraduate Institutional Learning Goals and the College of Education’s Conceptual Framework (2004) guide the program’s overarching goals, through coursework, field experiences and program assessments. TaskStream is utilized as the means for collecting and analyzing candidate data each semester. This data is reviewed by program faculty on a regular basis in order to inform programmatic decision-making.</p> <p>Graduates report that the program had a positive impact on their abilities as beginning teachers. Identified strengths include development of candidates’ professionalism and dispositions, knowledge about learning and development, assessment skills, professional development school network and variety of field experiences. Important contributions of mentors during Internship II were recognized. Weaknesses were in content knowledge for teaching, attention to diversity, skill development for home-school collaboration, and opportunities for meaningful reflection and problem solving on teaching. Internship I mentors and consistency of supervision were also highlighted for attention.</p> <p>The Elementary program was nationally recognized by the Association for Childhood Education International (ACEI) in 2007. Reviewers identified that all ACEI standards were met by the program assessments and the program was recognized for excellent data to support the standards, which was summarized in a clear manner. The program</p>

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<b>Frostburg State University</b>		
<i>Elementary Education continued</i>		<p>provided evidence of content knowledge, pedagogical and professional knowledge, skills, and dispositions for candidates and demonstrated that program candidates have a positive effect on student learning. Weaknesses identified in the review included candidates' evidence of reflection and evaluation and the level of collaboration with colleagues and the community.</p> <p><b>Action Plan:</b> Activities included in the plan: 1) Update Conceptual Framework to match with new curriculum and demands in P-12 schools, 2) Reinstate a full time Office of Clinical and Field Experience Director, 3) Increase efforts in retention and recruitment of Elementary candidates, 4) Institute training for mentors and supervisors, in conjunction with local school district's professional development representatives, and, 5) Attention to areas of weakness as identified by internal and external review: collaboration skills, classroom management, writing, diversity, reflection/problem solving and content knowledge for teaching across the program.</p>
Education (M) – Administration and Supervision	2006-7: 108/29 2007-8: 106/24 2008-9: 105/21 2009-10: 95/24 2010-11: 88/23	<p><b>Internal and External Review Summary:</b> The self-study that was submitted to NCATE was necessitated as response to conditions and was submitted April 13, 2009. The program submission demonstrated that the A&amp;S M.Ed. met the standards as required by the Education Leadership Constituent Council (ELCC). Eight assessments were reported, and assessments 2, 3, 6, 7, and 8 were revised in the response to address the need to extract and disaggregate data by Standard and Element since the prior assessments were designed in a manner that combined elements. Assessment 5, the Follow-Up Survey, was to be revised prior to the next accreditation cycle. It has just been administered to a targeted set of nine graduates since 2005 who now hold administrative positions and a companion employer satisfaction survey was administered to these individuals' immediate supervisors. This data will be incorporated in the upcoming accreditation submission. The revision of the assessments, input from advisory groups, and changing national trends will drive future changes in the A&amp;S program, with a major program revision planned in the next two years in conjunction to other graduate program revisions.</p> <p>The National Recognition Report issued September 1, 2009, evaluated the program as Nationally Recognized. Two of the 21 items were not met (2.4 and 5.1). All others were fully met. Two specific recommendations were specified: Assessment 4 data was not disaggregated to the element level. That issue was resolved with a revised rubric that went into effect after the response to conditions was received. The other recommendation related to the need to remediate candidates who received "Proficient" in an early assessment to "Target" by graduation. That matter will be addressed in the upcoming reaccreditation since a comprehensive assessment data set now exists and is disaggregated to the candidate. Therefore, the program coordinator can monitor and enable remediation via instructors in subsequent coursework.</p> <p><b>Action Plan:</b> Activities in the action plan include: 1) Ongoing concentration revisions, 2) Ongoing assessment alignment, 3) Ongoing initiatives with professional partners, 3) Ongoing outreach activities with professional partners, 4) Seek Advisory Committee input every semester, and 5) Conduct follow-up surveys every five years.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Frostburg State University</b>		
Education (M) – Curriculum and Instruction	2006-7: 37/17 2007-8: 48/8 2008-9: 47/12 2009-10: 45/8 2010-11: 37/13	<p><b>Internal and External Review Summary:</b> The National Council for Accreditation of Teacher Education (NCATE) and the Maryland State Department of Education (MSDE) serve as the external review agencies for the College of Education accreditation and program approval, respectively. The Curriculum &amp; Instruction M.Ed. concentration, within the M.Ed. Program, was reviewed and approved in the academic year 2006-2007. The Curriculum &amp; Instruction Program, as well as all the programs within the Professional Education Unit, is preparing for the next College of Education institutional accreditation visit in Spring 2015, and individual program review process, starting in Spring, 2013.</p> <p>As stated in the <i>C&amp;I Midterm-2.5 year Program Report</i>, the C&amp;I program underwent a comprehensive structural and programmatic revision. The proposed revisions were submitted to FSU Dpt. of Educational Professions and all the institutional governing entities, and after full approval, the revised C&amp;I program was completed in Spring 2012, and will start its implementation in Fall 2012.</p> <p>The C&amp;I revision is the result of our efforts to address federal and state immediate calls for universities and colleges of education to re-examine and redesign their traditional master’s degree programs to more closely meet the needs of practicing teachers, and to more effectively respond to the recommendations of our external program reviewer, and respective Action Plan.</p> <p>The external review of FSU’S C&amp;I Program seems to be in agreement with our internal review. Some of their recommendations and accommodations are based on the NBPTS Core Principles, and are follows: 1) Following the accreditation visit, the C&amp;I program retained its state approval. Program candidates must successfully create an electronic portfolio based on the NBPTS Core Propositions, 2) Candidates must design a research project related to their area of specialization as a fulfillment of the capstone requirement, and, 3) C &amp; I assessments reveal the candidates understand how to impact student learning in positive ways.</p> <p><b>Action Plan:</b> The activities in the plan have been completed and will undergo continuous review. The major elements include: 1) Articulate a comprehensive alignment with NBPTS and the overall purpose of the program, 2) Articulate more clearly the scope and sequence of the program and its expectations by redefining the “Professional Core”, the program tracks, and the capstone requirement to reflect a research experience in their area of socialization, 3) Create a field experience component (two practica) so that all C&amp;I candidates will have alternative opportunities in classroom and field, 4) Strengthen the assessment process to supply data for assessing program learning outcomes, and demonstrate impact on student learning, 5) Establish a collaborative partnership with PK-12 and community colleges as clinical sites to provide practicum placements and professional opportunities, 6) Develop relationships with PK-16 agencies to recruit qualified adjunct faculty support, and 7) Reconstitute the program advisory board to include PK-16 personnel and national board certified teachers.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Frostburg State University</b>		
Education (M) – Reading	2006-7: 86/19 2007-8: 75/25 2008-9: 71/22 2009-10: 53/24 2010-11: 47/19	<p><b>Internal and External Review Summary:</b> The International Reading Association (IRA) revised its 2005 Standards for Reading Professionals publishing them in 2010. The focus of the 2010 Standards is significantly different than in their 2005 counterpart. The emphasis on the reading coaching model cited in the Academic year 2006-2007 Academic Program Review Certificate has now changed as a result of policy decisions related to the demise of No Child Left Behind and the institution of Federal policies related to Race to the Top as they apply to reading. It is also significant to note that the Maryland State Department of Education is embracing the National Core Curriculum movement and its emphasis on the development of STEM (Science, Technology, Engineering and Mathematics) along with a renewed emphasis on writing and the writing process. It is important to note that all of these initiatives and changes directly impact the delivery of reading courses at Frostburg, shape the changes made to the required NCATE/CAEP assessments for the SPA report due in March 2013, and dramatically change the paradigm of how and what we teach. This includes both the form and the substance of both the internal and external assessments of the Graduate Reading Program. The move to graduate reading preparation that focused on a reading professional literacy coaching model is changing in compliance with the new 2010 IRA Standards for reading professionals.</p> <p>Areas of strengths noted by the external reviewer included: 1) The Graduate Reading Program faculty is well prepared and candidate-student-centered, 2) The program has extensive field-based experiences including REED 638 In-School Practicum and REED 695 Reading Clinic, 3) The program continues to be offered within a rich history of collaboration with local schools, their teachers, and their administrations.</p> <p>Areas of challenge noted include: 1) The changes in both the IRA Standards for Reading Professionals and the Common Core Curriculum will require concomitant changes in all the Reading Program SPA assessments, and dictate changes in the course curriculum. These changes need to be in place during the Spring Semester 2012, 2) Clinical experiences need to continue to be more clearly defined, assessed, and analyzed for their relationship to the changes in National standards, 3) Assessments in the Graduate Reading Program need to be more clearly aligned with candidate performance as it impacts on students in their classrooms, and, 3) Currently, the last required assessment in the Graduate Reading Program is Assessment #8 which relates to National Reading. This is an internal measure but as with all the current assessments serious revisions are necessary to bring them into compliance with NCATE/CAEP regardless of how these two organizations blend and then manifest themselves.</p> <hr/> <p><b>Action Plan:</b> The plan’s major activities include: 1) Activation and regular meetings of the Graduate Reading Program Advisory Council, 2) Meeting with school personnel in regard to REED 638 In-School Practicum and in regard to REED 695 Reading Clinic external reviewer qualifications and communications, 3) Coordinate and sustaining working sessions for the purposes of aligning Graduate Reading Program requirements with State and National Standards and initiatives such as the Common Core Curriculum, 4) Continue redesign of the Clinical components of the Graduate Reading Program to reflect changes in National and State mandates, and 5) Continue to sustain the REED 695 Reading Clinic experience for candidates in the Hagerstown Center.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Frostburg State University</b>		
Education (M) – School Counseling	2006-7: 24/8 2007-8: 21/9 2008-9: 24/8 2009-10: 27/7 2010-11: 25/14	<p><b>Internal and External Review Summary:</b> Current data compiled during the fall 2011 semester together with other information support the following conclusions regarding the program: 1) The core courses are aligned with Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2009 standards and support the essential areas of knowledge and skills training for school counseling candidates, 2) The program has a clearly defined capstone experience, 3) Revisions have been made on the scoring tool for the internship evaluation to include the area of professional behavior, 4) The program has successfully implemented a pre-internship field experience, 5) An assessment tool has been developed to measure candidate performance in the Practicum Experience., 6) Program enrollment is consistent with the guidelines set forth by CACREP, 7) In addition to a diversity course, effort has been made to imbed multicultural issues in additional courses in the program, 8) Additional experience in working with parents and families has been achieved through a liaison program with the Salvation Army Afterschool and Parent Connections Program, 9) Most candidates are achieving hands on experience in scheduling at the middle or high school level, 10) Alumna report satisfaction with training received and their level of preparedness to enter the schools at the beginning level as evidenced by the follow-up survey, 11) The internship experience is not in alignment with the CACREP 2009 standard of 600 required hours, 12) The total number of credit hours is not in alignment with the CACREP 2009 standard of 48, 13) The number of program faculty is inadequate to achieve CACREP accreditation or for program growth, 14) Response rate from graduates was increased by using email as the vehicle of a brief survey that did not require time away from job duties, and 15) Students are now required to become student members of the school counseling professional organization: American School Counselor Association (ASCA).</p> <p>The most recent external review was conducted in April 2007 during the NCATE Reaccreditation process. The following strengths were noted: 1) Local school system supervisors and mentor counselors report that candidates are well prepared, knowledgeable and skilled in the tasks of the school counselor, 2) Key assessments are aligned with CACREP standards and are appropriate assessments of candidate performance, and, 3) Candidates point to program strengths of role-play practice, self-reflection, diversity training and understanding student issues. Candidates further see the need for experience with scheduling and working with parents.</p> <p>Recommendations included: 1) Continue working toward CACREP accreditation, including number of faculty, 2) Collect assessment data on the 100 clock hour practicum experience, 3) Integrate opportunities for candidates to work with parents and family issues in the coursework and field experiences, 4) Integrate opportunities for candidates to have experience in scheduling in course work and the field based experiences, 5) Revise the scoring tool for the internship evaluation to add clarity to the target candidate performance in the professional behavior category, and 6) Develop a plan to increase the response rate on the graduate survey.</p> <p><b>Action Plan:</b> By AY 2017, the program will: 1) Research and possibly implement an increase in internship clock hours from 500 to 600 to align with CACREP 2009 standard, 2) Research and possibly implement an increase in total credit hours from 45 to 48 to align with CACREP 2009 standard, 3) Secure an additional faculty position, and 4) Continue to evolve the assessment plan for the program to reflect feedback from candidate performance and make appropriate revisions of coursework to ensure a quality training experience.</p>

Degree Codes: (B) Bachelor's; (M) Master's; (D) Doctorate; (CAS) Certificate of Advanced Study, (PBC) Post-baccalaureate Certificate, Master of Arts in Teaching (MAT)



Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Frostburg State University</b>		
Education (M) – Special Education	2006-7: 46/30 2007-8: 45/23 2008-9: 36/17 2009-10: 45/21 2010-11: 55/13	<p><b>Internal and External Review Summary:</b> During the 2011-12 academic year, several sources of data were used as a self-study: Student evaluations from individual courses; an alumni survey; and exit interviews from recent graduates. Suggestions for structured field experiences; hands on assessment training; and an online delivery system were received throughout the self-study.</p> <p>The last formal external review recommended the on-going development of appropriate content area assessments and rubrics. This recommendation has been fully implemented for several years. It was also recommended that joint in-services with P-12 partners be ongoing. This recommendation has been addressed continuously with seminars, workshops, and increased accessibility to course work.</p> <p><b>Action Plan:</b> Activities included in the plan: 1) Develop structured field experiences for full time graduate students, 2) Develop an accessible online delivery system for the entire graduate program – to be completed by June, 2013, and, 3) Schedule additional joint in-services with P-12 partners.</p>
Health and Physical Education (B)	2006-7: 93/15 2007-8: 100/24 2008-9: 121/10 2009-10: 124/6 2010-11: 99/12	<p><b>Internal and External Review Summary:</b> The Health and Physical Education program at Frostburg State University is widely recognized as unique in preparing teacher candidates for dual certification. The Health and Physical Education faculty are strongly committed to continuing the tradition of providing high quality preparation in Health Education and Physical Education. While the program functions as a single entity, internal and external reviews must be separated to a large degree because of the two distinct national organizations, and their sets of standards.</p> <p>Physical Education’s review of data resulted in several conclusions: 1) The number of full-time faculty teaching in HPE is inadequate to support the growth and maintenance of the program, 2) The program offers early and frequent practical experience in teaching public school students and other diverse populations. However, due to new DJS regulations and reduction of public school funding, the types and frequencies of experiences will likely be altered, 3) Candidates complete internships in an elementary and secondary Professional Development School satisfying the requirements set forth by MSDE, 4) Every three years the HPE program receives Wellner Scholar funding to bring a nationally recognized HPE professional to the University to present a professional development workshop, and, 5) Course content and assessments have been modified to align program with new NASPE Standards for Beginning Teachers.</p> <p>The Health Education review of data resulted in several conclusions, including: 1) The addition of the Assessment Design course will help teach candidates to demonstrate impact on student learning and design lessons to improve impact. Additionally, it serves to inform candidates of the latest impacts of state and federal regulations in education, 2) The internship evaluation tool has been revised, reviewed, and approved by the advisory board and has been implemented, and, 3) Course content and assessments have been modified to align program with new NCATE/AAHE Standards for Beginning Teachers.</p> <p>Physical Education: Following the external review, the Physical Education portion of the program was nationally recognized with conditions, comments and recommendations by NASPE as follows: 1) The program utilizes practicum hours in a variety of situations, 2) The TOPE courses align with the Praxis II exam and focus on developing</p>

Degree Codes: (B) Bachelor’s; (M) Master’s; (D) Doctorate; (CAS) Certificate of Advanced Study, (PBC) Post-baccalaureate Certificate, Master of Arts in Teaching (MAT)



Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Frostburg State University</b>		
<i>Health and Physical Education (B) continued</i>		<p>content and pedagogical knowledge, 3) The program has successfully managed the constraints of meeting the requirements to develop quality teachers in both Health and Physical Education, 4) The intern evaluation tool needs to be revised to provide more tangible evidence of candidates' ability to apply pedagogical and professional content knowledge, skills and dispositions, and 5) The program needs to provide greater evidence to document candidates' impact on student learning.</p> <p>Health Education: AAHE noted the following during the external review: 1) Candidates were involved in numerous planning activities. Additionally, the major unit plan assignment was detailed and rich in depth, 2) The organization of courses was easily understandable and moved candidates through the program in a systematic manner, 3) Although some evidence is provided regarding candidates' impact on student learning, more tangible evidence needs to be provided, 4) Activities that provide for planning should provide more opportunities for realistic implementation and evaluation of results, and 5) Field experiences were extensive and provided candidates with adequate internship time.</p> <p><b>Action Plan:</b> The plan included the following elements: 1) Continue to advocate for an additional PIN position for the HPE Program to avoid regularly overloading faculty, 2) Remain at the forefront of emerging trends in Health and Physical Education; strive to attend national conferences/advocate and search for funding to attend national conferences; continue partnership with MSDE and local school systems to ensure candidates receive the most up-to-date information on changes in the field, 3) Seek opportunities to provide more professional development in Health Education for students and local school systems, 4) locate potential alternate opportunities to work with diverse populations to replace lost opportunities with DJS and local schools, 5) Expand collaborations with local health educators to increase candidates' authentic experiences, 6) Develop greater opportunity to demonstrate/document candidates' impact on student learning, 7) Strengthen relationships with state and local HPE professionals by continuing to offer professional development activities, 8) Continue to evaluate data from major course assessments, meet regularly with program faculty to discuss program issues, meet annually advisory board to discuss data, areas for growth/improvement, and, 9) Submit Specialized Program Area (SPA) Report to NCATE/AAHE/NASPE in March 2013.</p>
Secondary Education (MAT)	2006-7: 25/37 2007-8: 39/46 2008-9: 44/35 2009-10: 35/42 2010-11: 24/31	<p><b>Internal and External Review Summary:</b> The program was approved and continues to meet standards set forth by governance and accrediting agencies. Some of the findings of the internal review include: 1) For the last five years, an advisory council has met twice/year to review data from the program and to recommend changes, 2) Partnership with ACPS has led to discussion of changes to maintain its currency with national trends, 3) To provide early observational experiences for candidates, clinical rounds were added to summer session, 4) To begin practice teaching earlier, peer teaching days were added to the summer methods courses, 5) Although the program accreditation was reaffirmed, some of the content areas did not meet the requirements of their Special Professional Associations (SPA), 6) The assessment plan is being followed but there are concerns with administration of major assessments and reporting of data.</p> <p>Following the combined accreditation/program approval visit, the MAT Secondary/P12 program retained its accreditation and program approval status. A few of the observations made: 1) Areas that have not yet met SPA</p>

Degree Codes: (B) Bachelor's; (M) Master's; (D) Doctorate; (CAS) Certificate of Advanced Study, (PBC) Post-baccalaureate Certificate, Master of Arts in Teaching (MAT)

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Frostburg State University</b>		
<i>Secondary Education continued</i>		<p>standards must do so, 2) Faculty workload is excessive and leaves little time for research, 3) Faculty and candidates have access to a technology-rich environment, and 4) The unit budget is not adequate to support the programs.</p> <p><b>Action Plan:</b> Activities included in the plan: 1) For accreditation, there will be a change from individual SPA reports to the new Initial Licensure/Post-baccalaureate (IL/PB) SPA reporting, requiring submission of the report by March 2013, 2) The capstone course requirements were revised and submitted for approval in Fall, 3) Provide professional development for instructors that addresses program outcomes, major assessments, conducting assessments, collecting and reporting data from major assessments. Change to total electronic collection and reporting of data, and 4) Present results of follow-up study to advisory council on a yearly basis, and discuss results and make programmatic recommendations based on results.</p>
Mathematics (B)	2006-7: 16/9 2007-8: 43/2 2008-9: 45/8 2009-10: 44/4 2010-11: 47/5	<p><b>Internal and External Review Summary:</b> The internal review indicated: 1) The most significant change is the development and implementation of a student learning assessment plan, which is connected to the seminar course. 2) Results of the assessment have identified areas of weakness and the Department has begun to address deficiencies within the program. 3) Several upper-division courses expose students to a popular computational software platform. 4) The Department was involved in a successful redesign of <i>Intermediate Algebra</i> (DVMT 100) and this coming fall the Department is piloting a course redesign of <i>College Algebra</i> (MATH 102).</p> <p>There are three main areas that concern the Department in preparing for the next program review. First, teaching overload units have increased in recent years on account of growth in engineering and computer science programs, and as a result, faculty members have little time for research and other professional development activities. Second, the Department recognizes the need to make program changes that would better prepare students for non-teaching related careers. Third, the Department recognizes the need to develop a thoughtful plan for recruiting and retaining high-quality students.</p> <p>The external reviewer's report made note of several program strengths including a dedicated faculty, a well-designed assessment plan, and a flexible major with a capstone course and it accurately addressed some of the challenges the Department has faced in recent years. The following suggestions for improvement were noted by the reviewer: 1) Continue the support for sustainable programs for professional development, 2) Reduce faculty overload while maintaining quality, 3) Consider developing a transition to advanced mathematics course and requiring a two-course sequence in one area of study for all majors, 4) Consider re-evaluating the mathematics placement process, 5) Continue to reach out to STEM departments, and, 6) Increase the availability of internship programs for students</p> <p><b>Action Plan:</b> Activities included in the plan, 1) By January, 2013, develop a plan for recruitment and retention, 2) By May 2013, Increase individualized research and experiential learning opportunities; revise program course requirements to better serve students pursuing non-teaching careers; complete a course redesign of MATH 102, College Algebra.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Frostburg State University</b>		
Physics (B)	2006-7: 23/15 2007-8: 20/5 2008-9: 24/3 2009-10: 25/3 2010-11: 29/9	<p><b>Internal and External Review Summary:</b> The internal review indicates that the program a challenging undergraduate curriculum for physics majors and provides physical science courses for all majors as part of the general education program of the institution. The program educational objectives are supported by the learning goals continuously assessed according to the “departmental assessment plan” by evaluating student performance in a broad range of classes and ETS Major Field Test in Physics. The diverse background of the physics and engineering faculty covers a broad range of specialized fields. The library resources, computational resources, and laboratory facilities are adequate for undergraduate physics education.</p> <p>Faculty members contribute their professional expertise and talents to FSU and surrounding community through planetarium shows, workshops for K-12 teachers from across the state, and projects in cutting edge disciplines, such as renewable energy, nanotechnology, and robotics. Most notably, the Maryland Summer Center for the Physics of Solar and Wind Power has made the University a popular summer destination in recent years for students in grades 7-9. These efforts also provide undergraduate students valuable experiential and service learning opportunities as they engage in activities beyond the classroom.</p> <p>The external reviewer noted that the program s closely associated with engineering, a relationship that has worked to some extent. The program is in danger of losing its identity. A strong physics program is important for several reasons: to provide majors with a broad background for a diverse range of careers; to provide necessary service courses for students in engineering, other sciences, and K-12 teachers; and to provide general education courses for the University. STEM programs outside of physics are concerned at this possible loss of identity.</p> <p>In addition, he found that the program is currently good and will have to plan carefully to grow with engineering and other STEM programs at Frostburg. This plan should be developed collaboratively with other STEM departments. Currently, the number of physics majors is not increasing with other STEM majors. The department and University should understand this mismatch. Anticipated retirements should be considered in this process as well. The introductory physics integrated lecture lab (ILL) classrooms are well-designed and match best practices in education research to enhance student learning. The large number of smaller sections required in this approach strains faculty time. The department and University should consider employing a SCALE-UP design that might handle 60-70 students in one section, an approach widely used nationally that maintains the student-centered ILL premise. In general, physics courses should be viewed as departmental courses and not courses owned by individual faculty members. In addition, students have noted challenges in scheduling courses, particularly those only offered every other year. The department is engaged in a number of community outreach efforts, most notably through the Maryland Summer Centers.</p> <p><b>Action Plan:</b> The activities in the plan include: 1) Over the next two years, develop a long term plan with the Dean, 2) Appoint an associate chair, 3) Maintain a regular schedule of course offerings, including upper-level, 4) Enhance recruitment of potential physics majors, 5) Redesign the introductory physics sequences (including a summer “bridge” course), 6) Collaborate with Math Department on alignment of mathematics curriculum with physics program needs, and, 7) Review the advising program including what can be done with a physics degree.</p>

Degree Codes: (B) Bachelor’s; (M) Master’s; (D) Doctorate; (CAS) Certificate of Advanced Study, (PBC) Post-baccalaureate Certificate, Master of Arts in Teaching (MAT)

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Frostburg State University</b>		
Urban and Regional Planning (B)	2006-7: 12/8 2007-8: 13/2 2008-9: 18/2 2009-10: 23/0 2010-11: 12/8	<p><b>Internal and External Review Summary:</b> The internal review indicated that the major in Urban and Regional Planning remains the only undergraduate program focused on planning in Maryland. The program draws on courses and faculty from the Departments of Geography, Economics, Sociology and Political Science. Additional courses are provided by the recreation, engineering, mathematics, English, and social work programs. While the program focus is on introducing students to the basics of modern planning practice, students also select a focus in Tourism Planning, Mapping Sciences, Environmental Planning, or Community Planning. Students may continue their education in several planning programs in the mid-Atlantic region including master's degree programs at Morgan State, UMCP, or out of state.</p> <p>The external reviewer's report suggests that the program has several strengths. These include the focus on full time, diverse students who interact with each other in and out of the classroom. In addition, the location of the university and the expertise of faculty give Frostburg planning students' greater expertise in small town issues and in geo-spatial techniques. In particular, FSU students have far greater opportunities to develop geo-spatial skills than most American planning students. Somewhat related, the report indicates that physical facilities and library resources are fully appropriate to support undergraduate planning education.</p> <p>The challenges that the program faces include the lack of dedicated faculty for the program and the need for additional faculty members with training in planning and work experience in planning. This is clearly a serious challenge given the impending retirement of a faculty member. She also made a number of specific suggestions that may help improve program quality. The report indicates the need to expand consideration of social and spatial justice issues and to consider a 3 credit capstone course to enhance graphic and design training. In other cases, it may prove necessary to revise course descriptions prior to accreditation to better explain how key topics in planning are presented to students. Finally, the report suggests that inter institutional cooperation may be an efficient way to provide additional opportunities to FSU planning students and to facilitate completion of a graduate degree.</p> <p><b>The reviewer</b> was asked to use the opportunity for the periodic review to consider program reorganization within the Department of Geography and the wisdom of pursuing an application for accreditation for the program. The report suggests problems with program reorganization and does not make a strong recommendation. The program is not ready to seek accreditation, but with appropriate institutional commitment could gain accreditation within the next five years.</p> <p><b>Action Plan:</b> Major activities included in plan: 1) Review and revise the curriculum and course descriptions in terms of revised Planning Accreditation Board guidelines, 2) Investigate potential for inter-institutional cooperation, such as a combined BS/MURP program, 3) Recruit additional students for the program, 4) Refine and fully implement program assessment, revise capstone if required, 5) Maintain programmatic excellence in geo-spatial techniques and planning in smaller communities.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Salisbury University</b>		
Geography (B)	2006-7: 87/20 2007-8: 113/34 2008-9: 104/35 2009-10: 112/37 2010-11: 109/30	<p><b>Internal and External Review Summary:</b> The Department of Geography and Geosciences has a well-earned reputation of being extraordinarily student centered while maintaining high academic standards. Faculty foster a sense of collegiality and camaraderie that is evident in the success of their students and in their outstanding record of professional accomplishment. Graduates of the program report a very high satisfaction rate with their educational experience in the department.</p> <p>One of the keys to the high level of student engagement is the unique advising model for majors. The department has created a three-phase advising structure that combines one-on-one meetings, group advising, and open-door policies to ensure that all majors get frequent formal and informal advice from faculty. This advice moves beyond the traditional course scheduling meetings and into discussions of more long-term career goals. This highly personalized advising model does take significant effort by the faculty, but appears to be paying off in retention and satisfaction of majors. Even as the number of majors has grown, faculty productivity in terms of grants and scholarship has increased. Grants received since the last APR increased from \$100,000 to \$2.5 million, while publications and presentations continue to be impressive.</p> <p>The external reviewer found the program to be rigorous and of the highest quality, noting that the curriculum and the available technology represented the state-of-the-art for geography, and that the faculty and students were “true partners in learning.” The reviewer did note, however, that the department faced significant staffing issues, as faculty were all teaching overloads. Demand for some courses, particularly in GIS, was greater than the availability of seats, which could result in delayed graduation for some majors. Both the external review and the dean’s report recommend that the department needs 1-2 more faculty to meet the growing demands for the program.</p> <p><b>Action Plan:</b> The department has an active assessment plan and has developed student learning outcomes for its majors. Faculty will work with the Dean of the Henson School to identify evidence that the outcomes have been achieved. The department will appoint an associate chair in Spring 2013 to alleviate the administrative burden on the chair.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Salisbury University</b>		
Geographic Information Systems Management (M)	2006-8: 10 2008-9: 7/7 2009-10: 13/3 2010-11: 12/6	<p><b>Internal and External Review Summary:</b> The program began in 2007, targeting working professionals who were employed in public administration. Since then, the program has broadened its focus to include people interested in private sector employment. Through its innovative partnerships and unique curriculum – currently it is the only Professional Science Master’s degree focused on GIS Management in the country – the program is already well-regarded regionally and has the potential to reach a nationwide pool of students.</p> <p>Since the degree is targeted towards students who may already be working full-time, it is delivered largely online. Students who take classes full-time can complete the degree in 13 months, while part-time students can earn the degree in 25 months. The curriculum offers multiple opportunities to work with leaders in industry and government through required co-operative projects. Faculty teaching in the program have experience in many diverse fields and have held notable positions in academia and the private sector.</p> <p>The external reviewer found that the program as it currently exists serves regional demands and is well-positioned for emerging industry needs. He noted that the program was serving a unique niche with its interdisciplinary approach, and recommended that the program consider expanding to meet a growing national demand. This expansion must happen quickly to be effective, however, as competition for similar online programs is increasing considerably. The reviewer recommended launching a concerted marketing campaign and hiring full or part-time positions in program management and learning design to support an expansion. Currently, the faculty have teaching assignments outside this program and cannot devote their full attention to extending its reach. In addition, both the dean and the reviewer noted that a curricular barrier to the growth of the program nationally is the summer residency it currently requires. Removing this requirement would expand the potential student population significantly.</p> <p><b>Action Plan:</b> The program director will work with the Provost to identify appropriate staffing levels and meet with the Public Relations staff to develop a marketing campaign. The university is currently working to identify new space for the program.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
Athletic Training (B)	2006-7: 99/8 2007-8: 102/7 2008-9: 111/11 2009-10: 140/20 2010-11: 126/13	<p><b>Internal and External Review Summary:</b> One of the first strengths cited by the external review was the leadership in the program. The coordinators and faculty are responsible for the excellent manner in which students' progress is consistently assessed during the program of study and graduates are surveyed to gain information used to improve the program.</p> <p>The external reviewer identified several limitations facing the program. The first is that there is no dedicated teaching or lab space. Utilizing the athletic training room as a teaching site for use of its equipment can be problematic because it is not directly under the department of Kinesiology's control and course time can conflict with the athletic department's schedule and use for athletic treatment. The second concern is the limited teaching models and therapeutic equipment to aid in student learning and research opportunities. Both are necessary for didactic and clinical education, allowing students to demonstrate competencies before their internships. The internal reviewer also recognized weaknesses in the program in terms of insufficient preparation for students in identifying health care needs and treatment options for special cases such as mental health and eating disorders. Students need to learn more about available options and resources to make the necessary referrals when confronted with these issues during their careers. The students need more opportunity to being exposed to other health care professionals in the medical field.</p> <p><b>Action Plan:</b> Four major issues have been identified: 1) The ATEP does not have dedicated lab space and is lacking equipment . Strategies include: Obtaining funds to purchase more equipment, especially simulation manekins and labs, therapeutic equipment, and anatomical models, seek donations to purchase equipment, and acquire dedicated lab space, 2) Clinical education does not include enough experiences for students that emphasize exposure to general medical situations. Strategies include: Increasing collaboration with area allied health personnel and other faculty in related allied health disciplines, incorporate guest lectures by area health professionals, and increase the number of affiliated faculty to facilitate additional field-based learning opportunities, 3) Maintaining and increasing current percentage of the first time passing rate by continuing to provide quality instruction to the students. The CAATE requires a three year average pass rate of 70%. The ATEP strives to be well above this average and maintain a first time BOC passing rate of at least 80% over a three year period. Strategies include: Providing ongoing continuing education opportunities for faculty and students, continue to encourage and support faculty involvement in professional development at the local, regional and national levels, and acquiring and utilizing affiliate faculty members, and urchase a new online assessment and proficiency computer program (A-TRACK) to increase the ability of the program to track trends over the course of the semesters and years. The ATEP will utilize this data to determine the effectiveness of the program in addressing areas of improvement, 4) Continue to explore the possibility of developing a program that is in keeping with national trends in the discipline. If this is possible the following strategy will be followed: move the undergraduate program to an entry-level master's program.</p>





Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
Computer Science (B)	2006-7: 235/33 2007-8: 241/38 2008-9: 247/30 2009-10: 302/48 2010-11: 335/51	<p><b>Internal and External Review Summary:</b> The state-of-the-art curriculum of the undergraduate Computer Science program provides students with the technical, discipline-specific knowledge to work effectively within an organization with the necessary communication skills and a socially-conscious outlook. The Department has been, and continues to be, successful in attracting high-caliber, energetic, young faculty members who have been instrumental in maintaining an up-to-date curriculum by bringing their research into the classroom. The program also benefits greatly from exemplary computing facilities and a highly-skilled technical staff, which provide an ideal environment to teach and learn. The security track of the computer science program has also achieved regional and national recognition for its excellence in preparing students for the highly demanding information assurance workforce.</p> <p>The external reviewers noted three issues relative to the undergraduate Computer Science program. The first issue focused on limited opportunities in curriculum to become proficient in applying design and development principles in the construction of software systems of varying complexity. Another issue is the program's lack of attention in instilling students' awareness and recognition of the need to engage in continuing professional development to maintain current knowledge and remain competent in the discipline. The final issue focused on the program assessment program and ability to demonstrate continuous improvement as a result of that assessment.</p> <p><b>Action Plan:</b> Three major issues were identified and strategies to address them developed: 1) Significant design expertise – the department has already made some curriculum changes to address this issue, including the designation of a new required core course in Software Engineering, and the addition of a new capstone course. The department will continue to monitor, collect data, assess results, and incorporate changes as appropriate, 2) Continuing Professional Development – the department has developed a new module to address this issue, and 3) Lack of a Published Program Assessment Plan – a seven-year assessment plan has been formalized and submitted to the University Assessment Office for approval. Data has been collected and analyzed from three main courses that cover all learning outcomes and ABET criteria, and the plan provides for continued, repeated assessment of appropriate courses throughout the seven-year cycle. The plan will be made available to all departmental faculty and will be approved and maintained by the University Assessment Office.</p>
Computer Science (M)  Information Technology (D)	2006-7: 101/42 2007-8: 91/26 2008-9: 101/26 2009-10: 122/36 2010-11: 133/39  2006-7: 41/0 2007-8: 48/2 2008-9: 61/5 2009-10: 72/10 2010-11: 70/4	<p><b>Internal and External Review Summary:</b> The programs are organized to provide a rigorous education that will allow students to excel in the ever-changing computer science and information technology areas. The MS in CS and the D.Sc. in IT programs aim to achieve regional recognition as programs of excellence through a) active encouragement and facilitation of faculty and student research and scholarship, b) continued efforts at developing and maintaining state-of-the-art curriculum to attract the best students and to address the needs of the regional workforce, and c) maintaining and actively seeking collaborative synergies with external institutions.</p> <p>The external reviewer identified several strengths: The programs attract a large number of high-quality students who are then prepared to meet regional workforce needs; they provide mechanisms for the development of faculty and student research and scholarly productivity; they can be leveraged to extend existing collaborative synergies and to establish additional collaborative synergies both with industry and external institutions.</p>

Degree Codes: (B) Bachelor's; (M) Master's; (D) Doctorate; (CAS) Certificate of Advanced Study, (PBC) Post-baccalaureate Certificate, Master of Arts in Teaching (MAT)

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
Computer Science (M) and Information Technology (D) continued		<p>At the same time, the reviewer cautioned that faculty have been and are becoming more overloaded with teaching and research responsibilities above a sustainable level, particularly in relation to similar departments in peer institutions. He highlighted the necessity of additional strategic investment in order to maintain research productivity, improve the regional recognition of the department, and increase the likelihood of obtaining external funding.</p> <p><b>Action Plan:</b> Institutional issues addressing workload, salaries, and faculty size are constantly discussed at all levels of the administration. As a result, one new IT faculty member was hired this year. Department initiatives to be implemented in the next 2-3 years include the development of more research-oriented courses for the graduate program, the development of a research methodology class, the development of an internship/seminar course for matching students and professors, an effort to increase the visibility of the programs through more intensive collaboration with local agencies, and an increased effort to further engage in collaborative research projects jointly with groups within the department, university and together with partner universities.</p>
Law and American Civilization (B)	2006-7: 79/14 2007-8: 81/13 2008-9: 74/13 2009-10: 83/16 2010-11: 68/18	<p><b>Internal and External Review Summary:</b> The external reviewer identified that among the program's strengths are its interdisciplinary nature and academic rigor that helps students prepare not only for a career in the field of law, but for a wide range of careers and further study as well. The capstone courses are a particular strength in ensuring that students have a solid culminating experience that builds proficiency in critical thinking and writing. According to the self-study, students consistently demonstrate mastery of argumentation skills in debating their thesis in the senior seminars or honors colloquium and perform exceptionally well in their internships in settings ranging from courthouses to the statehouse. Leadership of the program through its program director and multidisciplinary advisory committee is a strength, as well as the quality of faculty associated with the program, all of who are distinguished academics with national prominence. The program also engages in various activities that prepare students for law school in terms of pre-law advising, a journal for undergraduates to publish about the law, and activities that allow students to connect with legal professionals, such as a speakers' series.</p> <p>Both the external and self-study report comment on the need for the program to re-examine its curriculum requirements within its interdisciplinary framework while exploring how to better support students who are striving to be admitted into law school as well as those who choose other career paths. The external reviewer aired concerns about the program director's heavy teaching, advising, and management responsibilities, but noted no evidence that this load has had a negative impact on the The external reviewer identified that among the program's strengths are its interdisciplinary nature and academic rigor that helps students prepare not only for a career in the field of law, but for a wide range of careers and further study as well. The capstone courses are a particular strength in ensuring that students have a solid culminating experience that builds proficiency in critical thinking and writing. According to the self-study, students consistently demonstrate mastery of argumentation skills in debating their thesis in the senior seminars or honors colloquium and perform exceptionally well in their internships in settings ranging from courthouses to the statehouse. Leadership of the program through its program director and multidisciplinary advisory committee is a strength, as well as the quality of faculty associated with the program, all of who are distinguished academics with national prominence. The program also engages in various activities that prepare students for law school in terms of pre-law advising, a journal for undergraduates to publish about the law, and activities that allow</p>

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Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
<i>Law and American Civilization (B) continued</i>		<p>students to connect with legal professionals, such as a speakers' series.</p> <p>Both the external and self-study report comment on the need for the program to re-examine its curriculum requirements within its interdisciplinary framework while exploring how to better support students who are striving to be admitted into law school as well as those who choose other career paths.</p> <p><b>Action Plan:</b> Three issues and strategies to address them were identified: 1) Existing curriculum should be examined to ensure it continues to serve its intended purpose. The department will examine the curriculum to determine whether courses should be revised, added as electives or requirements, 2) The program assessment plan will be re-examined once curricular revision occurs to ensure that the plan addresses any revisions to the student learning outcomes, and, 3) Student desire for additional advising support with respect to career development will be addressed by inclusion of discussion of career preparation, including alternatives to law school, in advising sessions.</p>
Audiology (D)	2006-7: 45/8 2007-8: 43/10 2008-9: 39/11 2009-10: 38/7 2010-11: 45/7	<p><b>Internal and External Review Summary:</b> The Council on Academic Accreditation (CAA) of the American Speech Language Hearing Association reviewed the program for national accreditation. The review process consisted of submitting substantial documentation to CAA in January 2011. That documentation was reviewed by CAA and resulted in a written list of concerns from CAA that was received in June of 2011. The site reviewers were provided with additional materials and visited the campus for 2 days on October 23-24, 2011. Their report was received on December 13, 2011 and a response was submitted on January 20, 2012. The final review decision was received on March 6, 2012 and determined that the program should be re-accredited for a period of 8 years, through March 31, 2020.</p> <p>The site team cited one of the strengths of the program is in its leadership by effectively advancing the goals of the program and the institution. The faculty was identified as hardworking, collegial, collaborative, accessible to one another and to students, and a group who fostered a spirit of professionalism in the students. According to the site team, the curriculum in audiology was identified as a program strength. The programs' students were found to be talented academically and to show great initiative in learning and independent thinking. The alumni were consistently described as "well-prepared" to enter the profession and the program was found to have an excellent reputation in the region. The external placements were impressive in terms of quality and the positive relationships between the program and the off-campus sites.</p> <p>The March 6, 2012 review determined that the program had no areas of non-compliance across the many standards that were reviewed by the CAA. There were three areas that were determined to be in partial compliance. These are: 1) Long Term Strategic Planning: This has since been addressed by the department, 2) Public Reporting of Student Outcome Data: The CAA requires programs to publically post data about student admissions, retention, graduation rates, scores on national certification exams, and employment data. This has since been corrected, 3) Student Retention and Completion Rates: The CAA has a threshold that 80% of doctoral students who enter the program will graduate from the program within 4 years. Graduation rates for the previous 3 years ranged from 73-75% which was below this threshold. We were required to report our planned strategies to improve program graduation rates.</p>

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Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
<i>Audiology (D) continued</i>		<p>Finally there was one area that was in compliance but the review committee indicated that they need additional follow-up in future annual reports to the CAA. This was the projected move into new Clinical facilities and renovation of current academic facilities. The move was completed in the summer of 2012, and plans are underway to renovate the lower level of the academic building next year.</p> <p><b>Action Plan:</b> In order to address the lack of a recent, long-term strategic plan, the department revised its annual strategic planning process to implement long-range planning at the department and program level. The department and faculty associated with specific programs held a retreat in January and August 2012 to develop a 5-year strategic plan based on faculty input, and the findings of the CAA review. To address the CAA concern regarding student retention and graduation rates, the program carefully reviewed data on 10 years of program graduate students to determine who finished, who didn't, and the reasons why. The review determined that there was a correlation between entering GPA and GRE scores and program completion. The faculty are discussing ways to assist students who enter the program less prepared than others.</p>
Deaf Studies (B)	2006-7: 144/27 2007-8: 156/41 2008-9: 153/33 2009-10: 170/31 2010-11: 215/35	<p><b>Internal and External Review Summary:</b> According to the report provided by the external reviewer, the Towson University Deaf Studies program has become the largest Deaf Studies program in the United States. The availability of three majors has contributed to the growth in student numbers. The degree plans, required coursework, goals, and objectives are clearly defined and easily accessible for students on the department's website. Four of the five FTE faculty are Deaf and teach course work beyond American Sign Language (ASL) which is an appropriate expansion in staffing to address the increasing number of students. Adding to the stability of the program is the hiring of a program coordinator and a second tenure-track faculty member. The establishment of an ASL screening test has contributed to additional clarity for student placement and monitoring of student performance. Another strength identified in the program is that after completing ASL IV, all courses are presented in ASL. In meeting with the external reviewer, DFST students expressed appreciation that all program courses are taught by Deaf faculty and that there is a wide variety of courses and outside experiences made available to them.</p> <p>In the internal review, the program cited examples of improvements made to strengthen the curriculum and increase student's academic success. In addition to doubling the number of full-time faculty, the program has implemented a national screening process to ensure that students are ready for off-site internships, instituted a requirement that all language classes to be passed with a B or better to maintain the quality of the program and manage cohort numbers, and more than doubled the number of didactic courses offered in the Deaf Studies major. The internal review also cited that the implementation of a required ASL screening for transfer students has resulted in more appropriate placement in the program, rather than just accepting credits for placement purposes, increasing transfer students' success rates. An alumni survey conducted in fall 2011 among those who had graduated in the prior 10 years showed that the majority of respondents felt the internships were very successful in enhancing interpersonal skills, ASL skill, cultural knowledge, personal development, and job preparation.</p> <p>One weakness the external reviewer identified is the lack of standardizing testing processes in ASL teaching. The unevenness of course grading in ASL classes and the problem of variation in signing can negatively impact students.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
<i>Deaf Studies (B) continued</i>		<p>Students reported to the external reviewer some growing pains in the program related to transfer students being able to access the correct sequence of classes and the ability to enroll in classes in the major as many are closed out before majors can sign up for them. Both the external and internal review described the challenges of addressing the increased advising load and how although there are five full-time faculty to advise 250+ students, not all faculty advise, leaving the burden to just two faculty members, with some support from adjunct faculty. Some of the challenges are compounded by the fact that since four of the five faculty members in DFST are deaf, this makes it difficult to advise students who are not yet proficient in ASL.</p> <p>Although not identified as weakness by the program or the external reviewer, the department recently created ASL computer lab. They are in the process of examining how to integrate lab-based assignments into the curriculum and are exploring ways to staff the lab.</p> <p><b>Action Plan:</b> To address continued inconsistency in grading, ASL instructors developed standard curriculum and exams. They continue to meet regularly to develop standardized guidelines for grading ASL skills. The College has allocated space for an ASL computer lab to enhance faculty teaching and to serve as resource for students to view, and produce their work. The faculty and the Dean will explore the desirability of staffing the lab, and develop appropriate measures to assess the effectiveness of the lab on student learning. The faculty will also explore different advising strategies such as using senior student mentors with faculty who are deaf to co-advise undergraduate with limited ASL abilities.</p>
Speech Pathology & Audiology (B)	2006-7: 187/50 2007-8: 193/47 2008-9: 240/48 2009-10: 285/61 2010-11: 275/59	<p><b>Internal and External Review Summary:</b> As a whole, the external reviewer felt that quality of the faculty and its students is what mainly contributes to the program's good reputation regionally and nationally. As one of the few programs in the nation to offer an undergraduate clinic, students with 3.5 GPAs and above have the opportunity to pursue clinic experience prior to graduate work. A new, multidisciplinary clinical facility is being developed off-campus with tremendous potential to increase the visibility of the clinic. The internal review cited that over 90% of undergraduate students who complete the major with competitive grades (3.4 or above) are accepted into graduate programs across the country. The external reviewer commented that the both the undergraduate handbook for advisors and the undergraduate student handbook are very thorough and easy to follow. A major strength of the program is that all teaching faculty supervise undergraduate and graduate clinics. More than 80% of the didactic courses at the undergraduate level are taught by instructors with doctoral degrees. Faculty has a healthy publication record with an average of 14-16 refereed articles a year and numerous professional presentations.</p> <p>In terms of areas in need of improvement, the external and internal reviews aired concerns about the lack of long range planning within the department that affects the decision-making of the program as well as the absence of a SPPA undergraduate program director. For a program with over 280 undergraduate students, responsibilities for managing the program are dispersed across multiple individuals. Students indicate that there is limited administrative support and opportunity to meet with a dedicated director to discuss undergraduate issues. The external reviewer identified the need for better communication between academic and clinical faculty as well as opportunities for students to provide feedback about their experiences with the program. Students expressed concerns such as challenges in signing up for advising, being wait listed for classes, experiencing too limited resources</p>

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Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
<i>Speech Pathology &amp; Audiology (B) continued</i>		<p>in the classroom, having the same information being taught in multiple classes, and the lack of technology support. The internal review stated that since program is not accredited as the graduate programs in the department, they are more apt to hear informally how well their students perform once in graduate school. However, the program recognizes the need for establishing more standard assessment processes to increase its abilities to assess program strengths and weaknesses and use assessment results to make changes in the program to improve student-learning outcomes.</p> <p><b>Action Plan:</b> The department chair will appoint a SPPA faculty member to be the Program Director for the undergraduate Program to take over curricular and assessment responsibilities related to the program. The Program Director and faculty will convene a strategic planning committee to develop a strategic plan for the program in relationship to the department. It is the intent of the department to integrate recommendations into the plan by May 2014 and to implement the recommendations fall 2015 and beyond. By fall 2013, the department will establish a student advisory board to provide an avenue for input on various aspects of the program, and create an annual student survey to identify broader areas of student concern.</p>
Speech Pathology & Audiology (M)	2006-7: 82/39 2007-8: 85/41 2008-9: 88/45 2009-10: 87/37 2010-11: 92/46	<p><b>Internal and External Review Summary:</b> The Council on Academic Accreditation (CAA) of the American Speech Language Hearing Association reviewed the Master’s program for national accreditation. The review process consisted of submitting substantial documentation to CAA in January 2011. That documentation was reviewed by CAA and resulted in a written list of concerns from CAA that was received in June of 2011. The site reviewers were provided with additional materials and visited the campus for 2 days on October 23-24, 2011. Their report was received on December 13, 2011 and a response was submitted on January 20, 2012. The final review decision was received on March 6, 2012 and determined that the program should be re-accredited for a period of 8 years, through March 31, 2020.</p> <p>The site team cited one of the strengths of the program is in its leadership by effectively advancing the goals of the program and the institution. The faculty was identified as hardworking, collegial, collaborative, accessible to one another and to students, and a group who fostered a spirit of professionalism in the students. The curriculum in speech-language pathology was found to be a program strength. The programs’ students were found by the site visit team to be talented academically and to show great initiative in learning and independent thinking. Alumni were described as “well-prepared” and the program was found to have a great professional reputation in the region. Clinical education includes a variety of clinical settings, populations, and age groups, culturally linguistic diverse populations, and breadth of the scope of practice. Students obtain clinical experience in the Baltimore metropolitan area with considerable diversity in the population. The external placements were impressive in terms of quality and the positive relationships between the program and the off-campus sites..</p> <p>The March 6, 2012 review determined that the Master’s Degree program had no areas of non-compliance across the many standards that were reviewed by the CAA. There were two areas that were determined to be in partial compliance: 1) Long Term Strategic Planning: The Department and program regularly engaged in 1 and 2 year strategic planning, but did not have a recent long-term strategic plan. This has since been addressed. 2) Public Reporting of Student Outcome Data: The CAA requires programs to publically post data about student admissions, retention, graduation</p>

Degree Codes: (B) Bachelor’s; (M) Master’s; (D) Doctorate; (CAS) Certificate of Advanced Study, (PBC) Post-baccalaureate Certificate, Master of Arts in Teaching (MAT)

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
<i>Speech Pathology &amp; Audiology (M) continued</i>		<p>rates, scores on national certification exams, and employment data. We had 5 years of data on our web site but were missing the prior year's data. This has since been corrected. Finally there were two areas that were in compliance but the review committee indicated that they need additional follow-up in future annual reports to the CAA. The first of these is the ability to measure student outcomes and document them in individual student files. The program had a system of documenting required student skills by linking the skills to course curricula. That is, the faculty insured that certain skills and procedures were taught in specific classes, then signed off that a student had learned the skill if they completed the class. However, there was no specific student data that indicated skill by skill what was learned. Changes to the tracking systems have been initiated, and they are outlined in the next section. The other area that required additional follow-up was the projected move into new clinical facilities and renovation of our current academic facilities. The move into the new clinical building has been completed, and plans are underway to renovate the lower level of the academic building.</p> <hr/> <p><b>Action Plan:</b> In order to address the lack of a recent, long-term strategic plan, the department revised its annual strategic planning process to implement long-range planning at the department and program level. The department and faculty associated with specific programs held a retreat in January and August 2012 to develop a 5-year strategic plan based on faculty input, and the findings of the CAA review. To address the need for skills based data, the department has implemented a new computer-based system to track student clinical hours. This system was designed to measure student clinical hours, and was also tweaked to track student experiences practicing specific clinical skills. In addition, faculty members developed a skills tracking system for each graduate class that they teach. Faculty document which skills were taught in class and whether an individual student demonstrated mastery of the skill. At the end of the semester, each faculty member signs a document that lists the skills that were learned by the student and the form is filed in each student's record.</p>
Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Baltimore</b>		
Creative Writing and Publishing Arts (M)	2006-7: 40/8 2007-8: 51/13 2008-9: 65/13 2009-10: 78/16 2010-11: 77/16	<p><b>Internal and External Review Summary:</b> The reviews identified the following key strengths: 1) distinctive and innovative curriculum combines an emphasis on the craft of writing, creativity, and the publishing arts, 2) vital and involved faculty of accomplished writers and experienced teachers, 3) flourishing program attracts a very diverse body of talented students from across the state and the U.S., 4) remarkable clarity of vision with clearly articulated learning goals which are consistent with the University's mission statement, 5) full-time and part-time students able to complete degrees without delay, and 6) program is housed in a newly renovated facility with state-of-the-art equipment and technology.</p> <p>The key challenges identified include: 1) burgeoning enrollments with only two full-time and three half-time faculty present a large burden of teaching and administrative work on the faculty, and 2) the dearth of financial support (fellowships, tuition remission, teaching stipends) for students limits the ability of the program to attract extraordinary students.</p> <p>Areas noted by external reviewers for consideration include: 1) small size of faculty for such a large number of stu-</p>



Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Baltimore</b>		
<i>Creative Writing and Publishing Arts continued</i>		<p>dents, 2) concern about possible over-emphasis on preparing students to become published writers, 3) concern over lack of financial support for students, and 4) concern about lack of emphasis on reading and literary study in the core curriculum.</p> <p><b>Action Plan:</b> The Program Director will: 1) work with the Division Chair and Dean to develop faculty growth recommendations consistent with the College's 5-year hiring plan, 2) continue to evaluate, refine and develop curriculum, with particular consideration to the role of reading and literary study in the degree program, 3) will work with the Dean to develop graduate assistantships and tuition waivers for students in the program, and 4) will work with the Dean to explore the feasibility of establishing teaching assistantships for qualified students in the program.</p>
Health Systems Management (B)	2006-7: 118/20 2007-8: 143/31 2008-9: 171/29 2009-10: 194/46 2010-11: 198/38	<p><b>Internal and External Review Summary:</b> The key strengths identified: 1) the program has a dedicated faculty who provide excellent instruction, 2) the program benefits from feedback from an advisory board, 3) participation and enthusiasm of the students, 4) strong administrative support, 5) strong enrollment growth, 6) excellent technology resources, 7) two geographic service areas that share knowledge and resources, and 8) faculty are developing scholarship threads focused on online and hybrid pedagogy that has and will continue to inform the delivery and evaluation of the curriculum.</p> <p>Key challenges identified include: 1) The program serves a diverse, non-traditional student population. Diversity variables include, age, race, variability in previous academic preparation and abilities, and academic and career goals. The needs of the student population often cannot be met by a single solution, 2) rapid growth in enrollment presents challenges in both bringing in new faculty and keeping the class size small, 3) the need to continue to enhance and assess communications with students from the two sites especially re: advising and scheduling, and 4) maintaining contact and communication with program graduates.</p> <p>Overall, the AUPHA reviewers felt that the program met each of the criterion areas for certification. However, they had suggestions for enhancement in certain areas. Among these suggestions were: 1) program should consider a means of obtaining direct input from the alumni for program review and development, 2) consideration should be given to fostering the formation of an Alumni Association of the HSM program, 3) the program may wish to consider the use of a mandatory workshop for preparing students for the placement experience, 4) continue plans to collaborate in the development and implementation of the employer survey, 5) institute a process for curriculum assessment focusing on the entire program rather than courses, 6) consider conducting periodic needs assessment of the market place and getting direct input from employers on the curriculum, and 7) continue to utilize as many avenues as possible to solicit input about program success.</p> <p><b>Action Plan:</b> The plan activities include: 1) development of an assessment plan which focuses on program rather than course learning goals, 2) indirect data concerning program success will be gathered from employers and other avenues, 3) information from alumni and other stakeholders will be gathered for curriculum development and assessment through the Advisory Board and other mechanisms, and 4) exploration of the feasibility of a mandatory workshop for preparing students for the placement experience.</p>



Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Baltimore</b>		
Jurisprudence (B)	2006-7: 92/19 2007-8: 115/21 2008-9: 123/24 2009-10: 148/20 2010-11: 136/28	<p><b>Internal and External Review Summary:</b> The reviews identified the following key strengths: 1) The program is truly interdisciplinary in nature, 2) The faculty are vital and involved and hold both J.D.'s and Ph.D.'s in either history or philosophy, 3) The curriculum is in concordance with the American Bar Association's recommended guidelines for pre-law education, 4) The learning goals are consistent with the University's mission statement, and 5) The program successfully places students in law schools and provides students on other career paths with a strong, marketable critical thinking and analytical skills.</p> <p>The key challenges identified include: 1) Consistently robust and large enrollments with a very modestly sized faculty, 2) The need to revise the curriculum away from traditional discipline based components and towards a skills and bodies of knowledge focus, and 3) The need to develop a curriculum structure that ensures all students experience core knowledge bases.</p> <p>Areas noted by external reviewers for consideration include: 1) Small size of faculty for such a large number of students, 2) Lack of internship experiences, especially for those students intending to pursue law school, 3) A curriculum that does not require students to be instructed in the basics of science and scientific principles, given the pervasiveness of science in all aspects of professional and personal life, 4) Lack of a requirement for the mastery of the rudiments of a second language, and 5) Lack of assessment of student learning outcomes for the program.</p> <p><b>Action Plan:</b> The Program Director will: 1) work with the Division Chair and Dean to develop faculty growth recommendations consistent with the College's 5-year hiring plan, 2) continue to evaluate, refine and develop curriculum to make it more coherent, and to consider other suggestions from the reviewers, 3) explore the inclusion of an internship experience into the curriculum, 4) investigate a capstone course as well as an introductory course, 5) examine non-curricular aspects of the program, and 6) develop and implement an assessment plan.</p>
Applied Psychology (M)	<p><u>Counseling</u></p> 2006-7: 49/12 2007-8: 49/11 2008-9: 66/11 2009-10: 67/16 2010-11: 77/22 <p><u>Indus/Org</u></p> 2006-7: 37/13 2007-8: 39/13 2008-9: 35/13 2009-10: 23/6 2010-11: 18/10 <p><u>Other</u></p> 2006-7: 18/6 2007-8: 11/2	<p><b>Internal and External Review Summary:</b> Key strengths identified include: 1) program supports the key mission of the University by offering scientifically based education that leads directly to meaningful career opportunities, 2) both the counseling and Industrial/Organization tracks have current, cutting-edge curricula, 3) the continued vitality, programmatic rigor, and steady enrollment growth of the counseling track, 4) the programmatic rigor and national reputation of the Industrial/Organization track, 5) graduates of the program have very strong records of professional and occupational success, 6) the program attracts a diverse student body, and 7) the program has developed strong community partnerships and strong relationships with local business, industry and mental health service providers.</p> <p>Key challenges identified include: 1) securing a highly qualified Division Chair, 2) dearth of tenured faculty, 3) high faculty turnover, 4) revitalization of the Industrial/Organizational track, 5) insufficient faculty to support core curriculum for the large number of students enrolled in the program, 6) insufficient faculty to support the Industrial/Organizational track, and 7) lack of a coherent plan to assess student learning outcomes.</p> <p>Areas noted by the external reviewers for consideration: 1) small size of faculty for large enrollment, 2) need for development of a local presence using regional professional associations, 3) providing sufficient professional and aca-</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Baltimore</b>		
<i>Applied Psychology con- tinued</i>	2008-9: 6/2 2009-10: 8/4 2010-11: 5/2 <u>CPC</u> 2006-7: 11/2 2007-8: 13/1 2008-9: 26/5 2009-10: 19/7 2010-11: 14/5	<p>demic oversight to a large number of untenured faculty, 4) need for an enrollment management plan, and 5) need to track alumni and build a network, as well as review alumni survey results for improvements.</p> <p><b>Action Plan:</b> Activities included in the plan: 1) the division will embark on an aggressive search for a Division Chair, 2) the Program Director will work with the Division Chair and Dean to develop faculty growth recommendations consistent with the College's 5-year plan, 3) the Program Director will work with faculty, the Chair and the Dean to develop an articulated plan for the reinstatement of the I/O track, 4) development of an enrollment management plan for the graduate program, 5) development and implementation of an assessment plan, and 6) review of the alumni survey results to identify areas of improvement.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland, Baltimore County</b>		
Chemistry (B, M, D) BS: Chemistry	2006-7: 54/11 2007-8: 49/10 2008-9: 58/12 2009-10: 119/8 2010-11: 123/9	<b>Internal and External Review Summary:</b> The internal review noted that the growth of the Chemistry Department since its opening in 1966 has been momentous. Over the past 14 years, the number of students taking chemistry/biochemistry courses has increased over 50%. The number of majors has increased as well. The number of biochemistry majors has increased by 23% and the number of chemistry majors has increased by 33%. There are now 381 biochemistry majors, 159 chemistry majors, and seven chemistry education majors in addition to 47 graduate students enrolled in the Ph. D. chemistry program, and nine students enrolled in the M.S. graduate program.
BA: Chemistry	2006-7: 79/4 2007-8: 67/3 2008-9: 76/3 2009-10: 56/7 2010-11: 44/6	The Chemistry Department is also involved in undergraduate scholarship program (Meyerhoff) that has graduated over 700 students in the past 15 years, 90% of whom have gone on to graduate or professional school. With additional faculty, the future goal of the Chemistry Department is to create a graduate program as large and as successful as the undergraduate.
BS: Biochemistry & Molecular Biology	2006-7: 311/64 2007-8: 332/51 2008-9: 387/48 2009-10: 419/72 2010-11: 404/51	The facilities of the Chemistry Department are state-of-the-art. A total renovation of the Chemistry building was completed in 2005 and includes equipment in many areas such as mass spectrometry, NMR spectroscopy, and laser spectroscopy. With the goal of faculty additions and the growth of research programs, more space will eventually be needed, but there is room with the planned construction of an interdisciplinary research facility and the planned renovation of the existing Fine Arts building.
BA: Chemistry Education	2006-7: 0/0 2007-8: 0/0 2008-9: 0/0 2009-10: 0/0 2010-11: 5/1	The external review noted that the Chemistry Department excels in its teaching mission, due to the high quality of faculty. The students the reviewers met were pleased with the faculty in the department. The department also excels in research, with a major strength being the quality and level of undergraduate research opportunities offered. In order to continue success in both areas, the selection of the next department chair is crucial. The reviewers noted that the facilities and instrumentation in the department are very impressive and the resources are well utilized, but should be watched over to prevent any strain. The reviewers recommended an aggressive approach to increase external funding and offered consultation on selecting a new department chair.
MS: Chemistry	2006-7: 7/2 2007-8: 6/5 2008-9: 9/4 2009-10: 9/4 2010-11: 10/4	<b>Action Plan:</b> The action plan includes launching an external search for a new chair, development of by-laws, and development of a sequenced plan for hiring faculty. Progress will be assessed at the Year Three Review.
Ph. D.: Chemistry	2006-7: 55/4 2007-8: 54/6 2008-9: 50/7 2009-10: 49/7 2010-11: 40/8	

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland, Baltimore County</b>		
BA: Environmental Studies	2005-6: 31/4 2006-7: 29/9 2007-8: 31/10 2008-9: 29/8 2009-10: 38/10	<p><b>Internal and External Review Summary:</b> The internal review noted that the Department of Geography and Environmental Systems (GES) has experienced an increase in undergraduate majors over the past six years, from 140 to about 300, as well as an increase in student interest in the lower division classes. The Department launched a new M.S./Ph.D. program in 2008 and met their fifth-year projected enrollments in two years.</p> <p>Faculty in the department shares a common vision of high quality teaching and mentoring with a commitment to interdisciplinary scholarship. The faculty continues to play a central role in the advancement of the university's environmental research mission. The GES faculty collaborates with other UMBC departments through research as well as with other institutions. Many of the faculty actively publish in journals and submit proposals for grants and research awards.</p> <p>The external review noted that the success of the department is due to the combination of highly qualified and committed faculty, excellent leadership in the department, and earning competitive grants from federal agencies. The reviewers also noted that the explosive success of the GES program has presented the department with some "problems of success," including strained workloads for faculty and secretarial staff and constraints on space. The reviewers recommended the addition of graduate assistants and a faculty member to alleviate some of the workload strain and enable more 600-level research-oriented graduate courses, as well as increased space for offices and laboratories.</p> <p><b>Action Plan:</b> The action plan for the Department includes development of a faculty hiring plan; implementation of the department's strategic planning for undergraduate and graduate programs and program identity; development of a list of the department's space needs, priorities, and timeline; an estimate of the financial support needed for the purchase of computers; and the dean and chair discussing the possibility of two faculty lines for the near future. Progress will be assessed in the Year Three Review.</p>
BS: Environmental Science	2005-6: 69/15 2006-7: 72/21 2007-8: 72/20 2008-9: 72/18 2009-10: 116/23	
BA: Geography	2005-6: 45/11 2006-7: 45/12 2007-8: 39/10 2008-9: 36/8 2009-10: 40/9	
BS Geography	2005-6: 23/13 2008-7: 17/11 2007-8: 28/4 2008-9: 26/10 2009-10: 25/8	
MS: Geography & Environmental Systems	2007-8: 0/0 2008-9: 5/0 2009-10: 6/0	
Ph.D.: Geography & Environmental Systems	2007-8: 10/ 2008-9: 9/0 2009-10: 16/0	

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland, Baltimore County</b>		
BA: Modern Languages & Linguistics	2006-7: 192/44 2007-8: 181/42 2008-9: 185/42 2009-10: 207/28 2010-11: 207/36	<p><b>Internal and External Review Summary:</b> The internal review noted that the most distinguished aspect of the Modern Languages, Linguistics, and Intercultural Communications Department is the emphasis on the study of language concepts and intercultural studies and communication in general. The UMBC MLLI Department is the only program in the United States that focuses on interdisciplinary study of the characteristics of languages in the foreign language curriculum. This includes the study of analysis and history of languages and linguistics. This arrangement of interdisciplinary courses within the program is based on the recommendation of The MLA Ad Hoc Committee in their 2007 report that encouraged “a broader and more coherent curriculum in which language, culture, and literature are taught as a continuous whole ... expressed through interdisciplinary courses”.</p>
MA: Intercultural Communication	2006-7: 41/17 2007-8: 37/18 2008-9: 36/7 2009-10: 36/13 2010-11: 35/13	
<p>The MLLI Department offers programs in applied linguistics and six languages: Chinese, French, German, Korean, Russian, and Spanish; minors in those programs; and certificates in languages and in intercultural communication. In addition to providing for its own programs, the MLLI Department also contributes an important part to the General Education Program (GEP) in teaching the language requirements of all UMBC students. The MLLI Department also collaborates with other departments and programs of the university. The department provides workshops on diversity, conflict resolution and intercultural communication, and offers a living-learning program, the Intercultural Living Exchange (ILE). Since the last review, the department has increased its faculty with six full-time positions, bringing the total number of full-time faculty to 27, in addition to 16 adjunct faculty and six graduate assistants. Scholarly presentations rose from 123 to 177 and the MLLI faculty has increased scholarly activity with five books listed as submitted to presses or accepted for publication in 2011 and a sixth book, a translation, published in that year. The MLLI faculty has also made the intercultural focus in its research and publications more explicit. The creation of the Center for the Advancement of Intercultural Communication (C.A.I.C.) should give rise to individual and collaborative projects and opportunities for scholarly exchange leading to research and publications related to interculturality.</p>		
<p>The external review recommended that the department should be organized and viewed as an integrated whole, rather than as the group of mini departments that some students and faculty perceive. This includes increased communication and restructuring its governance so it can operate as a whole with a clear order of roles and duties articulated. It also notes that as the number of faculty eligible for retirement rises, the department needs to develop a plan that will continue the success of the program. Finally, the reviewers recommended adjustments to teaching loads to reflect research productivity.</p>		
<p><b>Action Plan:</b> The action plan for the department includes development of a strategic hiring plan for faculty, enhanced mentoring of associate professors, and exploration of a new certificate in intercultural communications with the College of Engineering and Information Technology. Progress will be assessed in the Year Three Review.</p>		

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland, Baltimore County</b>		
BA: Psychology	2006-7: 663/216 2007-8: 662/203 2008-9: 663/223 2009-10: 722/185 2010-11: 857/193	<p><b>Internal and External Review Summary:</b> The internal review noted that the Psychology undergraduate program is one of the top two majors in size on campus. The department offers two undergraduate degrees, a B.A. in Psychology and a B.S. in Psychology, and three graduate degrees: an M.A. in Applied Developmental Psychology, and Ph.D. degrees in Human Services Psychology (HSP) and in Applied Developmental Psychology (ADP). The department prides itself on working its curriculum around the ten learning goals specified by the American Psychology Association (APA): Knowledge Base of Psychology; Research Methods in Psychology; Critical Thinking Skills in Psychology; Application of Psychology; Values in Psychology; Information and Technological Literacy; Communication Skills; Sociocultural and International Awareness; Personal Development; and Career Planning and Development. The undergraduate degrees have been revised since the 2005 APR with several improvements such as revision of optional areas of specialization within the major, and course redesign of PSYC 100 and 200 among others.</p> <p>Faculty in the department is research active. They are engaged in writing books, publishing peer-reviewed articles, and presenting their work at conferences. The faculty is also successful at external funding, placing the department in the top quartile of psychology departments across the country in FY09 expenditures, and ranking 92<sup>nd</sup> of 426. In addition to research and funding, Psychology Department faculty serves the profession as associate editors, panelists reviewing grant applications, members of editorial boards, and ad hoc manuscript reviewers.</p> <p>The external review noted that the faculty is active, positive, and are one of the main strengths in the Psychology program. While the faculty is cohesive on the current mission and vision of the department, a common vision for the future of the department is needed. The reviewers suggest the department work together to create a future vision of the department before adding additional faculty. The undergraduate program offers many opportunities to the students and the curriculum is well-conceived and innovative. The reviewers recommend that the department further develop the honors program in order to increase undergraduate opportunity and prepare students for graduate school.</p> <p><b>Action Plan:</b> The action plan for the department includes initiatives to enhance advising, development of a strategic plan for hiring, and development of a Psychology Training, Research, and Services Center. Progress will be assessed in the Year Three Review.</p>
BS: Psychology	2006-7: 197/48 2007-8: 221/57 2008-9: 216/50 2009-10: 229/54 2010-11: 215/39	
MS:Human Services Psychology	2006-7: 18/17 2007-8: 21/16 2008-9: 29/11 2009-10: 41/23 2010-11: 34/10	
Ph.D.:Human Services Psychology	2006-7: 70/11 2007-8: 62/10 2008-9: 67/6 2009-10: 56/10 2010-11: 59/11	
Ph.D.: Applied Developmental Psychology	2006-7: 34/2 2007-8: 33/1 2008-9: 35/3 2009-10: 30/1 2010-11: 29/3	

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland, College Park</b>		
BS: Biochemistry	2006-7: 259/21 2007-8: 275/37 2008-9: 268/35 2009-10: 250/32 2010-11: 219/43	<p><b>Internal and External Review Summary:</b> The committee noted that the department has some exceptionally prominent faculty and an impressive group of technical facilities, and has made considerable strides since its last review. The department's long term priorities for hiring, which included materials chemistry, structural biology, and theoretical chemistry, were thought to be sensible directions. Faculty morale is low because of low, but uneven, faculty salaries, which should be addressed once merit salaries increases become possible. Teaching loads were also found to be uneven. Junior faculty members are generally well-mentored. The committee thought the department would benefit from improved visibility by more proactively nominating deserving faculty for awards. Major challenges are the securing of adequate startup resources for hiring the best new faculty, and retention.</p> <p>B.S. Program – The undergraduate program is strong and is growing due to a general growth in STEM disciplines across campus. Increasing enrollments are, however, straining the quantity and quality of instructional laboratory space and availability of funds for teaching assistants to support classes.</p> <p>Graduate Program – The graduate program is seen as strong, and the department has actively worked to increase research funding that can support more graduate students with research assistantships. Graduate students expressed concerns that the range of graduate courses has diminished, that there is insufficient exposure to career options outside of academia, and that the qualifier exam is in need of revision.</p> <p><b>Action Plan:</b> Undergraduate programs: Since 2005, the undergraduate program has been significantly revised, adding flexibility in the scheduling of laboratory sections, and allowing the possibility of introducing more advanced concepts in the fourth term. One chemistry class, Organic Chemistry 1, is currently undergoing transformation as part of USM's Course Redesign initiative.</p> <p>Graduate program: The qualifier examination has recently been revised. The administration of the graduate programs has been revised to better serve the varying needs of students in Chemistry and in Biochemistry. The graduate program now also has two 1 credit required courses that focus on the development of professional skills, including literature searching, scientific ethics, scientific writing and giving scientific presentations.</p>
BS: Chemistry	2006-7: 171/57 2007-8: 176/39 2008-9: 181/53 2009-10: 199/55 2010-11: 169/52	
MS/Ph.D. Biochemistry Enrollments/MS Degrees/Ph.D. Degrees	2006-7: 35/4/2 2007-8: 43/1/2 2008-9: 45/1/5 2009-10: 48/3/5 2010-11: 49/1/4	
MS/Ph.D. Chemistry Enrollments/MS Degrees/Ph.D. Degrees	2006-7: 112/5/16 2007-8: 127/10/12 2008-9: 134/6/18 2009-10: 133/3/16 2010-11: 119/11/15	
BA Criminology & Criminal Justice	2006-7: 1393/496 2007-8: 1359/518 2008-9: 1233/451 2009-10: 1164/472 2010-11: 955/477	<p><b>Internal and External Review Summary:</b> There has been a turnover of about half the department since the last self-study. Due to retirements and replacements the focus of the department has begun to shift. A new chair of the department has been externally recruited and will take office during the AY2012-2013 year. The review team felt it was time for a strategic planning process but agreed that it was sensible to wait until the new chair is on board. The review team felt that consideration should be given to developing a more interdisciplinary focus, that more attention should be given to diversifying its faculty, and that its highly successful research centers could use more visibility.</p> <p>B.A. Program – The undergraduate program is the most popular major on the College Park campus and with a small faculty size. Because of the small faculty size, it is challenging to provide regular contact between tenured or tenure track faculty and students. The review team that more visibility could be given both to the department's outstanding</p>
MA/Ph.D. Criminology & Criminal Justice Enrollments/MA Degrees/Ph.D. Degrees	2006-7: 123/19/7 2007-8: 119/19/7 2008-9: 80/18/9 2009-10: 84/13/4	

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland, College Park</b>		
<i>Criminology &amp; Criminal Justice continued</i>	2010-11: 67/9/8	<p>undergraduate honors program –students expressed a desire for more rigor in the upper-level curriculum. Graduate Program – The graduate program is seen as very strong, the best in the nation, with an exceptional strong focus on quantitative methodology. No specific issues were raised other than those that are already being addressed by the department, involving improving time to Ph.D. and increased funding for doctoral students.</p> <p><b>Action Plan:</b> Undergraduate programs: The department has encouraged faculty to develop capstone-like senior seminar courses in order to increase the contact between CCJS majors and the tenured/tenure-track faculty.</p> <p>Graduate program: The department continues to reduce the size of the graduate student population in order to provide funding for all doctoral students and to reduce the time to Ph.D. The proportion of doctoral students who are full time has increased substantially since the last review and is currently at 92%. In response to the suggestion for a more interdisciplinary focus to the program, the department has instituted a “brown bag” lunch series in collaboration with other departments in the college, open to both students and faculty.</p>
BA Hearing and Speech Sciences  Grad Enrollments/MA Degrees/Ph.D. Degrees/Au.D.	2006-7: 166/45 2007-8: 147/59 2008-9: 171/57 2009-10: 195/43 2010-11: 205/46  2006-7: 88/26/0/1 2007-8: 90/17/0/8 2008-9: 94/23/1/10 2009-10: 83/20/0/11 2010-11: 81/21/2/7	<p><b>Internal and External Review Summary:</b> HESP is highly respected for its scholarship and quality of student education. Despite limited resources and restricted physical space it has developed programs of excellence in teaching, research and service. The department maintains four distinct academic programs and runs two clinics with student work areas, a preschool, and research facilities. The department is about half the size of comparably ranked departments. Recommendations for the undergraduate and graduate programs are largely driven by the consequences small size of the faculty.</p> <p>Undergraduate Program – The BA program is relatively large given the size of the faculty. The curriculum is designed to provide the background needed to pursue a graduate degree in speech-language pathology or audiology, but in fact goes well beyond these needs. The quality of instruction is high. The review team recommended reducing the scope of the degree, with more optional components.</p> <p>Graduate Programs – The department supports three distinct graduate degrees. The MA in speech-language pathology prepares students for national certification and state licensure for clinical practice. It includes a clinical experience in the DC metropolitan region. Students are very satisfied with the flexibility of the program but note that the on-campus facilities are crowded. The clinical doctor of audiology (Au.D.) program serves as the first professional degree, required for certified practicing audiologists as of 2007. An option exists for the joint Au.D./Ph.D. The dissertation requirement was recently removed for Au.D. students, allowing them more time to focus on development of clinical skills. The program is considered to be strong, but again is resource limited. The PhD curriculum prepares students for research careers in academic, medical or research settings. Time to degree completion is comparable with national averages. Students appreciate the interdisciplinary options within HESP that include cross-disciplinary research with Linguistics and with the campus’ iGERT program in language acquisition. Students expressed a desire for more specific guidance on completing the requirements for the Ph.D., particularly on the teaching portfolio and research options. The external review team felt that enrollment in the Ph.D. program should remain limited in order to provide sufficient resources to matriculated students.</p>





Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland Eastern Shore</b>		
Agribusiness (B)	2006-7: 10/0 2007-8: 13/1 2008-9: 18/2 2009-10: 9/3 2010-11: 7/2	<p><b>Internal and External Review Summary:</b> The Agribusiness Degree Program review document was forwarded to an Agricultural Economist in the Economic Research Service-USDA and two faculty members in two Land Grant Institutions for their review of the program and faculty efforts. The reviewers indicated that: 1) The specific learning outcomes of the Agribusiness Program are compatible with national and global trends. Therefore, the learning outcomes should enhance the goals of DAFRS to produce competent and competitive graduates for the job market and graduate schools; and 2) They were impressed with the present commitment to excellence and the efforts to recruit more qualified high school students into the field of agriculture.</p> <p>The identified program strengths are as follows: 1) The faculty are very well qualified in agribusiness and agricultural economics, 2) Faculty have broad expertise which allows them to teach diverse courses, have innovative strategies to enhance student understanding of Economics and critical thinking, and are involved in research endeavors. 2) Some faculty members have demonstrated acceptable level of scholarship in terms of publications, presentations at conferences, 3) Faculty have participated in several professional development training and workshops to enhance their teaching effectiveness, and use pre-test and post-tests to measure teaching effectiveness and development of strategies to evaluate competencies of core principles, and 4) The faculty has clearly identified the current constraints in terms of student preparation and resources needed to enhance program outcomes.</p> <p>The identified program weaknesses are as follows: 1) Faculty teaching loads are too high making it difficult to be effective in all courses taught. High teaching loads of faculty are a disservice to students seeking quality education. They also cause reduction in instructional guidance and student/instructor contact, and 2) High teaching load of faculty have adversely impacted the contributions of the faculty members to the scholastic research and grant funding.</p> <p>Specific observations and recommendations from the external review: 1) Reduce the faculty teaching load or provide more lines for the degree program in order that the faculty members may have time to engage in scholarly activities and to develop grant proposals to seek funds for research. When faculty receive grant funds for scholarly activities that include student participation, the outcome is an enhanced and effective teaching techniques and production of well-trained students for the workforce, 2) Increase USDA agency participation in career days with high school students, occasional class visitation, and invited lecturers to encourage more students into the Agribusiness program, 3) Use the 1890 USDA Liaison Office to augment recruitment activities, 4) Target students in Business major to take a minor in Agribusiness, 5) Invite alumni from the program to make presentations as invited speakers at career days for high school student, 6) Add another faculty to the pool of instructors, 7) Provide more incentive to faculty who engage in writing grants. Reward system should go beyond award of DRIF to actual bonus pay, 8) Secure funding to update or increase the supply of journal articles. This will enhance faculty and student access to literature needed for scholastic and grant activities, and 9) Utilize the Economic Research Service (ERS) Distance Learning Program to facilitate identification of current issues in agriculture and student preparation for graduate work in all areas of agriculture.</p> <p><b>Action Plan:</b> Responses to the review include: 1) Based on the current enrollment in the Agribusiness program and current fiscal restraints, it is not feasible at this time to hire another faculty member for the Agribusiness program; however if enrollment increases and fiscal restraints decrease then the University will revisit this recommendation, 2)</p>

Degree Codes: (B) Bachelor's; (M) Master's; (D) Doctorate; (CAS) Certificate of Advanced Study, (PBC) Post-baccalaureate Certificate, Master of Arts in Teaching (MAT)

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland Eastern Shore</b>		
<i>Agribusiness (B) continued</i>		<p>Faculty in Agribusiness Program will be encouraged to seek funds for scholarship and research activities, and 3) Faculty in the Agribusiness Program will utilize departmental recruitment strategies and recommendations from External Reviewers to augment recruitment efforts to increase student numbers in the program.</p> <p>In addition, the department has identified the following mechanisms for following up and assessing progress for Agribusiness: All recommendations will be included in the Agribusiness program Strategic Plan 2012-2013 academic year as an addendum. Progress towards their accomplishments will be monitored using the current UMES form for the Strategic Plan Progress Report. The form details 1) Indicator Baseline, 2) Indicator Target 3) Actual Indicator Results and 4) Changes Planned, Implemented or underway for each recommendation.</p>
Business Education	2006-7: 11/4 2007-8: 9/2 2008-9: 8/6 2009-10: 3/1 2010-11: 3/1	<p><b>Internal and External Review Summary:</b> Program strengths identified include, 1) the only business education program offered at a public institution in Maryland, 2) comprehensive course offerings in varied formats, 3) field work, pre-internships and internships are a major component, 4) the program is accredited by all relevant bodies including Middle States and NCATE. The reviewer identified some weaknesses: 1) the program has very low enrollment and completion of program, 2) there is still a need for new Business Teachers in secondary education using the newer curriculum that has evolved, 4) potential teachers need an awareness of this program, and need encouragement to become Business Teachers by learning more about the profession.</p> <p><b>Action Plan:</b> The departmental plan for assessing progress includes 1) development of a survey to be sent to all guidance counselors and principals in the State to determine what barriers currently exist for students who might be interested in business education, analyze that data and develop action recommendations during the Fall 2012 semester, 2) revision of outreach efforts in conjunction with other Recruiting efforts at UMES to target potential business education students, and 3) explore the idea of developing articulation agreements with schools participating in the Teacher Academy as well as with schools who are implementing the Accounting, National Academy of Finance, Marketing, and/or Business Management State-Approved Pathways of Study developed by the UMES Business Education Program Coordinator on behalf of the Maryland State Department of Education.</p> <p>All recommendations will be included in the Department of Business, Management and Accounting Strategic Plan 2012-2013 academic year as an addendum. Progress towards their accomplishments will be monitored using the current UMES form for the Strategic Plan Progress Report. The form details 1) Indicator Baseline, 2) Indicator Target 3) Actual Indicator Results and 4) Changes Planned, Implemented or underway for each recommendation.</p>
Chemistry (B)	2006-7: 45/5 2007-8: 63/3 2008-9: 66/10 2009-10: 66/3 2010-11: 72/16	<p><b>Internal and External Review Summary:</b> An ACS approved program in chemistry requires a substantial institutional commitment to an environment that supports long-term excellence; UMES has such an infrastructure in place as well as well-qualified faculty and capable Chemistry students. The external reviewers found the following evidence of a positive institutional environment at end of Spring 2012: 1) UMES is accredited by the Middle States Commission of Higher Education (MSCHE) and the science teacher education programs are also accredited by the National Council of Accreditation for Teacher Education (NCATE) and National Science Teachers Association (NSTA), 2) The department faculty meets monthly and has autonomy, 3) UMES has a superior 32 million dollar DNS science facility completed in 2005. The department has other resources that include UMES Title III funds, MBRS RISE funds, significant faculty grant funds, and both faculty and student funded research placements, 4) the program has maintained and usually exceeds</p>

Degree Codes: (B) Bachelor's; (M) Master's; (D) Doctorate; (CAS) Certificate of Advanced Study, (PBC) Post-baccalaureate Certificate, Master of Arts in Teaching (MAT)

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland Eastern Shore</b>		
<i>Chemistry continued</i>		<p>the number of required yearly graduates for an ACS (American Chemical Society) program, 5) The faculty have all of the attributes required by ACS and a highly qualified adjunct staff (over 60% hold doctoral degrees) and meet all requirements, 6) teaching loads reflect commitment to student research and independent study, 7) the program requires students to participate in independent study with a faculty mentor, supports contact collaboration between undergraduate and graduate students, and encourages student participation in summer internships. These activities, as well as training sessions in lab safety and management skills, and on-going faculty coaching enable the department to prepare effective undergraduate student tutors, 8) the major also has 450 lab hours required which exceeds the required 400 hours, 9) the program teaches all foundation courses annually and the frequency of the foundation and in-depth courses reasonably allows students to complete requirements in four years, 10) students have access to adequate scientific journals (either print or online) and they also have access to <i>Chemical Abstracts</i>, 11) a recent Course Redesign initiative undertaken by the department shows an improvement in student pass rates by 15%, 12) the University provides orientation sessions for transfer students. The program requires students to conduct research with faculty and submit a comprehensive written report. A specialized initiative undertaken by the Chemistry department also allows minority students to conduct research in other research-intensive institutions throughout the nation, 13) as shown in the internal report, students are consistently provided with opportunities to enhance professional skills in addition to academic coaching, 14) implementation of the GRE exam or a part of the GRE exam for exiting graduates is used as a summative assessment of the program.</p> <p>Specific observations and recommendations from the external review: 1) the number of UMES students engaged in undergraduate research and/or accepted into graduate programs or research positions is possible because of the faculty's commitment to quality advising, 2) faculty are so busy mentoring current students that they have not been able to address formal alumni activities. This is an area in which USM development grants and/or UMES funds and expertise to interview alumni or sponsor an alumni events would be helpful, and 3) since the new Chemistry Senior Proficiency Seminar will be taught in this academic year, it is an excellent time to collect early baseline data and work with external consultants to maximize the evolving structure of this potentially valuable course with significant diversity representation.</p> <p><b>Action Plan:</b> In response to the recommendations, the department will, 1) consider surveying alumni for input on how to take the Chemistry Program to the next level and make it more relevant to the market needs. A Retention Coordinator position has been requested to: develop and administer alumni survey seeking input from DNS Alumni who majored in Chemistry and other areas, and 2) collect baseline data for the Science Proficiency Seminar which is designed to prepare students for competitive exams, such as GRE, MCAT, DAT, etc. It will also provide data to assess how strongly students are being prepared, academically.</p>
Environmental Science (B)	2006-7: 43/7 2007-8: 49/10 2008-9: 56/3 2009-10: 52/11 2010-11: 61/17	<p><b>Internal and External Review Summary:</b> Among the program strengths identified were: 1) all students are required to take DNSC100 (freshman orientation) and DNSC 400 (Senior Proficiency Seminar), 2) a strong advisement protocol has been established, 3) an online graduation audit (Degree Audit) is now available so students can determine what courses they are required to complete to meet graduation requirements, 4) faculty provide research mentoring and all students are required to successfully conduct an undergraduate research project and undertake independent study project, 5) internship opportunities are brought to the attention of the students as they become available, 6) students</p>

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Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland Eastern Shore</b>		
<i>Environmental Science continued</i>		<p>have access to a range of assets including: (a). Paul S. Sarbanes Coastal Ecology Center (PSSCEC), (b). REU in Marine and Environmental Sciences; NIH Research Careers Grant, (c). Center for the Integrated Study of Coastal Ecosystem processes and Dynamics in the Mid-Atlantic Region, (d). Living Marine Resources Cooperative Science Center and, e). University System of Maryland's Marine-Estuarine-Environmental Science (MEES) Program. Recommendations from the external review include: enhancement of recruitment, improvement of graduation rates and tracking, assessment of student learning outcomes and alumni placement, addition of training in coastal marine spatial planning, ethics, law, risk management, and natural resource valuation, add teacher education training, and other curricular recommendations.</p> <p><b>Action Plan:</b> 1) currently a BRIDGE program "Network of Cooperative Science Centers for Training High School Students in Geosciences has been funded by the NSF (\$500,000 for 3 years) to recruit well prepared students with high SAT scores into the ENVS program, 2) The University and the faculty of the Environmental Science program are invested in University's Strategic Goal to increase our retention and graduation rates by implementing Strategies like the 90 credit senior review which is designed to monitor and track student progress toward graduation. In addition, the online degree audit program will be used as a resource tool in monitoring student progress and success, 3) the development of B.S. degree in Environmental Science with a concentration in Environmental and Resource Economics, 4) The following new courses were established to address this issue: ENVS 488J, MEES 688-0501 and 688-0301. Also opportunity to do minor in ENVS already exists and the possibilities of double majors in DNS are being discussed within the department, and, 5) the department has established ENVS 612: Marine Environmental Science Course for K-12 Teachers. The past summer 5 high school and middle school teachers in ENVS 612 were funded by DNS CREST program for this purpose. Also the new Network of Cooperative Science Centers was established for training High School Students in Geosciences.</p>
Food Science and Technology (D)	2006-7: 14/1 2007-8: 15/2 2008-9: 12/1 2009-10: 12/4 2010-11: 14/1	<p><b>Internal and External Review Summary:</b> The identified program strengths are as follows: 1) the focus area of the program is in food safety and quality which has drawn national attention due to a rising public concern for food safety and quality. Consumers expect high quality and safe food supply, and in response the food industry is making all-out efforts to ensure the safety of the food supply. Likewise, it is the current priority area in the USDA and FDA research funding, and 2) creating a critical mass through collaboration, 3) maximum, yet effective output from limited faculty available, and 4) the infrastructure of research facilities is in commendable shape.</p> <p>Identified weaknesses include: 1) Lack of alignment with regional food industry, 2) lack of pilot plant for food processing lab, and 3) lack of lab components in the program curriculum</p> <p>Specific observations and recommendations from the external review: 1) long term plan for IFT accreditation with additional faculty members and expanded curriculum, 2) food processing class must have a lab component, 3) food chemistry class can utilize a demonstration lab (e.g. various food or ingredient samples to show physicochemical changes, functional performance of starch and gums, sweetness of various sweeteners or can be better served with a lab component), 4) a new course that deals with 'physical principles of food processing' in place of 'food engineering'. This can be included in the expanded food-processing course, 5) continue effort to upgrade research facilities, 6) develop various technical workshops relating to food safety and quality as part of extension activity, 7) active in profes-</p>

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Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland Eastern Shore</b>		
<i>Food Science and Technology continued</i>		<p>sional organizations such as local and national IFT and food safety consortium, and 8) searching literature via 'e-journal' instead of hard copy journals.</p> <p><b>Action Plan:</b> The response/plan for addressing recommendations includes: 1) IFT has accreditation for undergraduate programs only, not graduate programs. However, the program director will work with the chair, faculty and administration to expand the curriculum into the undergraduate population by suggesting development of a Food Science/Food Safety area of concentration within the General Agriculture major,, 2) this ties into the weakness mentioned that there is no pilot plant for food processing to develop a laboratory class. The instructor tries to overcome this deficiency by showing videos from various food processing operations and will plan field trips to plants located in the area that process food, 3) demonstrations of physical changes using gums are already incorporated into the Food Chemistry lecture. Expanding this to include sweetness of various sweeteners is a good idea and will be incorporated, 4) elements of physical principals of food processing is already incorporated in food processing. Expanding this is certainly desirable but does not fit into the existing 3 credit hour course, 5) While maintenance of equipment, replacement of old and broken equipment as well as purchase and installation of new equipment is a challenge, the department has been able to do so successfully throughout the existence of this program. Some funding for equipment is available through Title III activity, other funds are obtained through competitive grant proposals and some maintenance is being paid by departmental funds (DAFRS), 6) although there is an Extension Specialist housed in the building there is no reporting requirement to the FDST director. Maryland Extension at UMES is administratively separated from academics. Nevertheless, the Extension Specialist is very much involved in the National Seafood HACCP Alliance and is a key player at the national level. He routinely offers Seafood HACCP workshops, 7) faculty are members of professional organizations (IFT, IAFP). The local IFT chapter is located in Baltimore and occasionally faculty participate in events. Annual meetings are attended frequently and research results presented, and 8) the UMES library is part of the USM library system and provides access to a large number of electronic data bases, access to e-journals as well as interlibrary loan procedures to obtain copies of journal articles not available otherwise. These resources are available and being used by faculty, staff and students.</p> <p><b>Mechanisms for following up and Assessing Progress for Food Science and Technology:</b> All recommendations will be included in the Food Science and Technology program Strategic Plan 2012-2013 academic year as an addendum. Progress towards their accomplishments will be monitored using the current UMES form for the Strategic Plan Progress Report. The form details 1) Indicator Baseline, 2) Indicator Target 3) Actual Indicator Results and 4) Changes Planned, Implemented or underway for each recommendation.</p>
Mathematics (B)	2006-7: 22/4 2007-8: 17/5 2008-9: 12/6 2009-10: 24/4 2010-11:11/2	<p><b>Internal and External Review Summary:</b> The review of the mathematics program affirms that the program is producing quality graduates ready to enter graduate study in pure or applied mathematics or ready to perform analytical, modeling, and computational task in industrial, scientific, or business settings. The faculty provide a wide range of expertise, and serves the University community with standardized multi-sectioned courses to ensure uniform competencies in students upon completion. In addition, the Department has very good to superb computing environments to assist in the completion of intense modeling and analysis task. Other strengths highlighted in the external review of note are: (1) successful tracking of graduates as they enroll in graduate programs or accept employment in various scientific or industrial settings; (2) evidence of shared governance structure to develop policy and monitor progress.</p>

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Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland Eastern Shore</b>		
<i>Mathematics continued</i>		<p>Specific strengths noted, include: 1) the program is delivered by faculty with a wide range of mathematics expertise, such as Abstract Algebra, Topology, Logic, Statistics, and Applied Mathematics, 2) records show that students recently graduating from the mathematics programs have subsequently enrolled in graduate programs in mathematics at institutions such as UMBC, Howard University, GWU, Delaware State University, and the University of Massachusetts, 3) students graduating from program have accepted employment opportunities at various secondary school systems, National Security Agency, Boeing, Booze Allen, Ameriprise Financial, PNC Financial, and Wells Fargo Banking, 4) with regards to service courses, the Department is piloting a number of mathematics redesign concepts such as the supplemental model, peer learning, infusion of modern technology in instruction, and adding homework laboratories to student weekly schedules, 5) each multi-sectioned mathematics course is “standardized” with regards to course syllabus, course calendar, and final examination, 6) in lower division courses, the Department faculty makes use of LCD projectors, online content, graphing calculators, and computational software to aid in instructional delivery; 7) the faculty are assigned approximately 10-15 mathematics and computer science majors and require student advisees to make advising appointments for course enrollment, course withdrawals, degree progress and audit, internship search, and graduate school or employment search and application processes; 8) all mathematics courses above calculus are staffed with staff members possessing the Ph.D. in mathematics or related disciplines; and 9) the Department has created undergraduate curriculum committees (mathematics, mathematics education, and computer science) that are seated with faculty with the appropriate expertise and training in the particular discipline.</p> <p>External and internal review recommendations: 1) increase the number of faculty with masters or doctorates in mathematics; 2) increase student exposure to emerging interdisciplinary STEM programs; 3) provide up-to-date computational and modeling software; 4) provide student advising and support with regards to scholarship and financial aid; and 5) provide opportunities for conference attendance, and faculty/student research projects.</p> <p><b>Action Plan:</b> The Department’s response/plan for addressing recommendations include: 1) the Department has recently submitted Budget and Enhancement Request that lists the need to appoint 5 or more faculty members possessing masters or doctorates in mathematics. 2) as the 2012-2013 Academic Year approaches and the budget situation crystallizes, then negotiation with the Academic Affairs, Administrative Affairs, and President would ensure and address the needs as they relate to two of USM and UMES’ strategic emphasis; (1) STEM preparation; and (2) Retention., 3) other suggestions center on curricula issues: (1) program emphasis; (2) infusing or interdisciplinary tools; (3) instructional delivery tools; and (4) student support are currently being addressed through Departmental Mathematics Curriculum Committee through the preparation of proposals to secure external grant support, 5) there has also been recent support for faculty development through Title III funds specifically through the Preparing for Progress Initiative (PPI).</p>
Secondary Education Mathematics (B)	2006-7: 6/2 2007-8: 6/2 2008-9: 5/1 2009-10: 4/0 2010-11: 4/0	<b>Internal and External Review Summary:</b> The most recent national review of the Mathematics Education (grades 7-12) Program was conducted by the National Council of Teachers of Mathematics (NCTM), a specialized professional association, affiliated with the National Council for Accreditation of Teacher Education (NCATE), in July 2011. The Program was nationally recognized. The Program Report for the Preparation of Secondary Mathematics Teachers and the National Recognition Report are attached. The next national accreditation visit will take place in fall 2016. The Mathe-

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Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland Eastern Shore</b>		
<i>Technology Education and Career and Technology Education continued</i>		<b>Action Plan:</b> 1) a Professional Advisory Council will be implemented. A Strategic Plan for developing duties and responsibilities of the advisory council and criteria for selection are currently being prepared for Technology Education and Career and Technology Education Graduate program, 2 and 4) faculty will be encouraged to begin to establish a professional student organization (TEECA). TEECA students will be encouraged to visit secondary and primary schools, 3 and 5) an additional full-time faculty in Technology Education will be discussed with the Dean. A proposal will be submitted to the Dean to clearly outline credentials and academic requirements for faculty in Technology Education to assist in STEM emphasis and student recruitment for undergraduate and graduate programs, 6) additional funds will be requested to update laboratory instructional equipment for Technology Education, and graduate Career and Technology Education programs during the 2012-2013 academic year, and 7) additional funds for faculty professional development will be requested during the 2012-2013 academic year for undergraduate and graduate faculty coordinator.
<b>University of Maryland University College</b>		
Criminal Justice (B)	2006-7: 1665/128 2007-8: 1654/129 2008-9: 1953/134 2009-10: 2789/170 2010-11: 2950/179	<p><b>Internal and External Review Summary:</b> The internal review conducted by UMUC's Worldwide Academic Program Review Committee described the program and analyzed its effectiveness, including comparisons with similar programs and professional standards and provided an assessment of program strengths, limitations, and opportunities, technological fluency, and other program areas and issues. In addition, the external reviewer noted the following as strengths of the program: 1) the alignment of courses with other sophisticated 4-year degree programs; 2) the variety and composition of elective courses within the criminal justice major; 3) the presentation of course materials on the virtual (WebTycho) classroom; 4) the support provided students by Enrollment Management and Library Services; and 5) UMUC's strategies for learning outcomes assessment.</p> <p>The external reviewer made the following recommendations for improvement: 1) include theories of criminology in the required criminal justice overview course; 2) ensure a thorough mastery of research methodology; 3) ensure thorough understanding of criminal law and the American legal system; and, 5) provide opportunity for mastery of effective writing, which is key to a successful career in criminal justice.</p> <p><b>Action Plan:</b> 1) detailed analysis of instructor performance will be conducted to identify any pattern of low rating that may indicate systematic performance problems, 2) model classes will be developed and deployed in various formats (hybrid and on-line), in assorted topic areas and, ultimately, for each course, 3) the Academic Director will identify which specific Criminal Justice courses would best be presented by an instructor holding a terminal degree, 4) the Criminal Justice Program will identify potential collaborative transfer, 5) articulation agreements, akin to those established by Fire Service Administration and Homeland Security, for the purpose of providing a smooth transition for students, and 6) lower performing instructors will be directed to UMUC instructor support resources available through the Center for Teaching and Learning (CTL), and will receive supportive monitoring and coaching by the Academic Director.</p>

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Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland University College</b>		
East Asian Studies (B)	2006-7: 151/22 2007-8: 140/21 2008-9: 200/33 2009-10: 311/21 2010-11: 337/21	<p><b>Internal and External Review Summary:</b> The external reviewer noted the following as strengths of the program: 1) committed, dedicated and energetic faculty and staff with a clearly focused, student-centered approach and awareness of student learning as “bottom line” and “what we are all about,” 2) well-developed and comprehensive online offerings, 3) faculty with “real life” experience, including diplomatic and military experience. Such faculty enable students to connect their academic learning to “real world” conditions, and 4) solid support for online learners.</p> <p>The reviewer observed the following areas for improvement or attention: 1) increasing market competition in online learning, 2) oversight of overseas programs may tend to be scattered and it is a challenge to maintain curricular and programmatic cohesion in the face of a dispersed faculty, and 3) lack of focused or tailored marketing for programs. The reviewer made the following recommendations: 1) to maintain its competitive edge, the program should aim to add more multi-media components and interactive components, including the ability to conduct face-to-face, real-time interactions between faculty and students, and student-to-student, 2) Stateside Program Directors should exercise more authority and oversight over the overseas programs, for greater integration of programs and offerings, for quality control and for uniformity of offerings, 3) the program should develop an effective plan for marketing and advertising, both internally and externally, 4) the program should expand the course offerings that apply to the major, particularly the addition of online Korean language courses, 5) the program should assess the impact of changes initiated during the Undergraduate School’s course redesign initiative in 2010-2011, and 6) the program should seek resources for additional course development efforts.</p> <p><b>Action Plan:</b> 1) develop Korean language courses for online delivery, 2) further develop and enhance assessment of East Asian Studies major to improve the major, 3) develop additional specialized courses to better serve East Asian Studies students’ needs and interests, 4) create or use special topics numbering for small, infrequent courses both in UMUC Asia and stateside and remove “boutique” courses (those that do not contribute substantially to program outcomes) from the catalogue, and 5) create a minor and/or certificate in East Asian languages (East Asian Language for Business and the Professions) that would allow students to earn credit for intermediate and advance language training in Chinese, Japanese, and Korean.</p>
Information Systems Management (B)	2006-7: 1408/266 2007-8: 1355/242 2008-9: 1335/243 2009-10: 1469/273 2010-11: 1293/228	<p><b>Internal and External Review Summary:</b> The reviewer noted the following as strengths of the program: 1) a very strong and experienced faculty overall, some of whom are broadly aware of curriculum models and their purposes, 2) a sound established program for training and mentoring new faculty so they have a good opportunity to become excellent guides for their students, 3) excellent student mix of cultures and ethnicity brought to the program through the worldwide online offerings and the military population, 4) excellent mix and use of the technological methods, 5) excellent incorporation of ethical and societal issues into the courses, 6) the use of quality sites for off-campus face-to-face instruction, 7) seemingly high quality selection of partnerships in other countries to become “sponsors” of the courses, and 8) dedicated academic leaders (including the Director, Associate Dean, and Dean) to present purpose and causes and well managed administration who led the undergraduate curriculum redesign initiative in 2010-2011 that involved everyone in the process.</p> <p>The external reviewer observed the following areas for improvement: 1) possibly too much dependency on central administration for promotion of the programs and little evidence of plans for increased marketing in the future; 2)</p>

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Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland University College</b>		
<i>Information Systems Management continued</i>		<p>perhaps too little attention to coming competition that can affect the future; and 3) perhaps overly confident of the military student base, maybe assuming that the military will not seek to spread their students among other institutions. The reviewer made the following recommendations: 1) to prepare for an unknown future, study the influence of online competitors and continue to be current in the demands of technology, 2) analyze ways to insure and maintain the military connections, wherever possible, and 3) plan to enhance the public's awareness of the program.</p> <p><b>Action Plan:</b> 1) design new courses in project management, 2) continuously improve Information Systems Management courses by thoroughly analyzing results of student learning outcomes assessment and incorporating the results to improve the course and amend the curriculum, 3) discuss a strategy for continuous scanning of the competition and the needs of employers, 4) discuss with Marketing an overall approach for marketing and advertisement of the program, 5) offer new courses in project management, 6) institute a placement or waiver exam for IFSM 201 Concepts and Applications of Information Technology, and 7) implement findings from outcomes assessment undertaken in preceding terms.</p>
Investigative Forensics (B)	2006-7: 56/1 2007-8: 123/1 2008-9: 222/11 2009-10: 288/11 2010-11: 358/30	<p><b>Internal and External Review Summary:</b> The reviewer noted the following as strengths of the program: 1) the quality of the curriculum, 2) quality of the full time and adjunct faculty members, 3) the use of authentic assessments or real world assignments in courses, 4) the UMUC program for assessment of student learning outcomes, 5) resources provided to students by Information and Library Services, and 6) that the program meets many of the requirements and recommendations of the Forensic Science Education Programs Accreditation Commission (FEPAC).</p> <p>The reviewer observed the following area for improvement: 1) the program may need to explore solidifying training in areas that are not tied to more traditional natural science laboratory coursework that is required for disciplines such as forensic DNA analysis or forensic toxicology or analytical chemistry. The reviewer made the following recommendations: 1) develop programs that may have appeal to identifiable constituencies (i.e. law enforcement laboratories and professionals) linked to specific occupations such as fingerprint examiners, firearms examiners and document examiners, and 2) develop an explicit process for evaluating and monitoring the program's efforts in serving various constituencies ( i.e. law enforcement laboratories and professionals) and for modifying the curriculum as necessary, based on the results of its evaluation activities.</p> <p><b>Action Plan:</b> 1) the Academic Director will pursue the completion of development of new courses to insure the finalization and the inclusion of these courses in the approved degree plan. Any expansion of course offerings will be supported by data reflecting student demand/interest, 2) the Academic Director will review the public image material describing the program, and, where appropriate, make recommendations for amendments that would enhance the validity of the program description and its value to potential students and their employers, 3) the Academic Director will work with the Office of Institutional Research to survey program graduates about their post-graduation successes and to gather their suggestions for program changes, 4) the program will continue to identify courses and/or course content that are essential to the competency credentials expected by employers of UMUC investigative forensics graduates, and 5) the Academic Director and Collegiate Faculty should continue to reach out to adjunct faculty members working in the field to ensure that assignments in the program courses continue to reflect real world job activities.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland University College</b>		
Laboratory Management (B)	2006-7: 3/0 2007-8: 10/0 2008-9: 10/2 2009-10: 9/1 2010-11: 12/2	<p><b>Internal and External Review Summary:</b> The reviewer noted the following as strengths of the program: 1) the program possesses a well-qualified, dedicated and student-centered faculty group, 2) the curriculum is sound and includes key elements such as communication, interpersonal, writing and budgeting skills. The academic director was found to be very knowledgeable with respect to the program and academic policy and procedures, extremely dedicated and student-centered, 3) the Writing Center and Library services are excellent and quite comprehensive in their support of students, 4) the Undergraduate School administrative team is supportive and committed to the program and open to programmatic re-visioning and growth.</p> <p>The reviewer observed the following areas for improvement and attention: 1) enrollment growth is the most critical challenge, 2) affiliation with government or academic research laboratories would strengthen the program, and 3) more visibility for the program would enhance recruitment. The reviewer made the following recommendations: 1) consider transitioning to a BS-MS model, 2) develop 10 strong employer affiliates for student placement, 3) develop a strategic plan for framing the program, 4) consider renaming the program, 5) initiate first phase recruitment measures and develop a long term strategy, 6) consider offering a survey course as a recruitment tool, 7) consider adding a seminar series to the curriculum, 7) consider adding a “current methodology or approach” course to the curriculum, and 8) develop an advisory group.</p> <p><b>Action Plan:</b> 1) develop a marketing and recruitment strategy for the Laboratory Management program, 2) recruit an advisory group, to meet annually or biannually and to provide guidance for program development, 3) engage more fully with directors of community college programs to support student transfers, 4) revise assignments used for assessment of student learning, 5) develop a system to track alumni information, 6) research possibilities for program accreditation or professional certifications, 7) develop new courses that can be housed under the science disciplines, and 8) work with the deans to identify opportunities to develop articulation with UMUC graduate programs.</p>
Management Studies (B)	2006-7: 1015/1140 2007-8: 896/996 2008-9: 850/946 2009-10: 965/1037 2010-11: 1025/1091	<p><b>Internal and External Review Summary:</b> The reviewer noted the following as strengths of the program: 1) a program structure that helps students feel welcomed and engaged; 2) a seamless student experience that includes access to an enrollment specialist and academic director, a virtual bookstore, and within the online classroom, access to books and materials information; 3) a calendar year that provides flexibility with 8-week class lengths. The different modalities of online, hybrid and on-site presents a strength, while a declining student interest and enrollment in on-site courses does not appear to present a threat to the viability of the program or the reach to students across all types of boundaries; 4) presentation of orientation prior to entering an online classroom; 5) breadth of the program is a strength; 5) mandatory online orientation and training in how to teach online as well as faculty mentoring.</p> <p>The reviewer observed the following areas for improvement: 1) there is an urgency for incorporation of content in ethics, globalization, sustainability and workplace diversity in corporate and organizational policies and training programs, and 2) some of the student messaging used by the program and university was found to be distancing, lengthy, and containing a negative tone. The reviewer made the following recommendations: 1) add courses in sustainability and in corporate social responsibility. Additionally, embedding corporate social responsibility into our current business courses will reinforce the benefits received by all parties involved; 2) internationalize the Management Studies Program by adding elective courses on globalization and cross-cultural issues. Although it would be difficult to create a fully internationalized program, it is possible to infuse readings from perspectives that differ from those of authors</p>

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Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland University College</b>		
<i>Management Studies (B) continued</i>		<p>located in North America, which would increase cross-cultural competencies; 3) make Business Ethics a part of the core required coursework; 4) add a course in workplace diversity to the core required coursework; and 5) reduce the length of initial announcements used in online courses and have instructors exhibit more discernment and polish and use a positive tone when providing course information. There is no need to be apologetic about the course.</p> <p><b>Action Plan:</b> 1) offer new one-credit course in Corporate Social Responsibility, continue efforts to ensure rigor in courses through the use of grading rubrics and review of grade distributions, 2) offer redesigned BMGT 110 to address high withdrawal/failure rate, 3) offer new course on Sustainability and Innovation, 4) evaluate plan of assessment of student learning outcomes in the Management Studies program, 5) redesign curricula to embed corporate social responsibility in existing business courses, and 6) continue to evaluate assessment plan</p>
Management (M)	2006-7: 3877/671 2007-8: 4372/729 2008-9: 4893/849 2009-10: 5673/1079 2010-11: 6028/1094	<p><b>Internal and External Review Summary:</b> Strengths identified by the external reviewers include: 1) stability and consistency is provided across all specializations through required core courses, 2) delivery of the courses provide accessibility, 3) attractive offering relative to other institutions that target working adults, 3) program draws on professional societies for standards and content, 4) mechanisms for updating curriculum and ensuring it is current are well thought out and implemented, 5) student population has a diversity of ages which is an advantage in a multi-generational workforce, 6) student advising and support services are strong, and 7) faculty is strong, well-supported with a high rate of retention and the use of model classrooms for faculty is a strength.</p> <p>The reviewers recommendations include 1) development of a set of learning objectives for the core management courses as an entirety and review and update the core courses as needed to align with these objectives, and 2) redesign the statistics course utilizing adaptive learning technologies that address individual student weaknesses and teach to learning style.</p> <p><b>Action Plan:</b> 1) program directors will research standards of preferred competencies in management using industry-based resources and educational and professional publications, and a department retreat will be held to formulate core management learning objectives that are guided by the research, 2) a committee will be tasked with analyzing whether the current core courses support the core management learning objectives developed, courses will then be revised as needed to ensure that there is appropriate content to enable students to master the new learning objectives, and will be assessed annually, and 3) conduct a review of potential vendors to determine what adaptive teaching technologies that would be suitable for MGMT 650 are in the marketplace. A proposal and budget would then be developed for redesigning the course using adaptive learning technology and submitted to the dean and the Strategic Investments Committee for approval. Student engagement with the new technology will be assessed thereafter.</p>
Technology Management (M)	2006-7: 1138/201 2007-8: 1117/274 2008-9: 1158/303 2009-10: 1087/309 2010-11: 926/299	<p><b>Internal and External Review Summary:</b> The review provided evidence that the program is current, well organized, competitively priced, and delivered by well-credentialed faculty steeped in real-world experience. The program and its related certificates play a vital role in filling the need for accessible, relevant, and respected graduate adult education opportunities. The units supporting the program exhibit excitement and a sense of caring and commitment to the success of its students and faculty.</p>

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Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland University College</b>		
<i>Technology Management continued</i>		<p>Recommendations include: 1) development of a specialization in Information Technology Entrepreneurship, and 2) a detailed mapping of the curriculum to the International Association of Management of Technology (IAMOT) body of knowledge template for Technology and Innovation Management education.</p> <p><b>Action Plan:</b> 1) develop the proposal for the Technology Entrepreneurship specialization with the objective of having the proposal assessed and approved within the next fiscal year, and 2) beginning in fall2012 and continuing through spring 2013, an expert panel will perform a detailed assessment of the program in comparison with the body of knowledge template for Technology and Innovation Management, gaps will be identified and as required, additional content and curriculum will be developed to fill the gaps.</p>